REPORT RESUMES

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CATALOG OF EDUCATIONAL INNOVATIONS IN THE OKLAHOMA PUBLIC SCHOOLS.

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OKLAHOMA STATE DEPT OF EDUCATION, OKLAHOMA CITY

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ONE HUNDRED AND EIGHTEEN INSTRUCTIONAL INNOVATIONS IN SEVENTY FIVE OKLAHOMA SCHOOL DISTRICTS ARE DESCRIBED IN THIS BOOKLET. THE MATERIAL WAS CHOSEN EITHER BECAUSE IT PRESENTED A COMPLETELY NEW IDEA OR BECAUSE IT PRESENTED SOME INNOVATIVE MEANS OF IMPLEMENTING A FAMILIAR IDEA. INSTRUCTIONAL INNOVATIONS AND PROGRAM DESCRIPTIONS ARE INCLUDED IN THE FOLLOWING TWELVE GENERAL AREAS--ADMINISTRATION AND PUBLIC RELATIONS, INSERVICE EDUCATION AND INSTRUCTIONAL MATERIALS CENTER, GUIDANCE AND COUNSELING, HEALTH AND PHYSICAL EDUCATION, LANGUAGE ARTS, FOREIGN LANGUAGE, SCIENCE AND MATHEMATICS, READING, VOCATIONAL EDUCATION, LIBRARY, SPECIAL EDUCATION AND STUDENT GROUPING, AND VARIOUS OTHER INSTRUCTIONAL INNOVATIONS. EACH PROGRAM IS DESCRIBED IN TERMS OF BACKGROUND INFORMATION, IMPLEMENTATION, AND EVALUATION. (JS)

Catalog of

EDUCATIONAL INNOVATIONS

in the Oklahoma Public Schools

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Southwestern Cooperative Educational Laboratory, Inc.
and
Oklahoma Curriculum Improvement Commission
under the auspices of the

OKLAHOMA STATE DEPARTMENT OF EDUCATION
Oliver Hodge, Superintendent
1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Catalog of EDUCATIONAL INNOVATIONS in the OKLAHOMA PUBLIC SCHOOLS

Prepared by

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and

OKLAHOMA CURRICULUM
IMPROVEMENT COMMISSION
William D. Carr, Chairman
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OKLAHOMA STATE DEPARTMENT OF EDUCATION
1967

DEDICATION

Dedicated
to
Dr. Oliver Hodge
State Superintendent of Public Instruction

To whom Oklahoma citizens will always be indebted because of his deep devotion to public education and his outstanding ability and leadership in the improvement of Oklahoma schools for more than two decades.

ACKNOWLEDGMENTS

Scores of teachers and administrators in Oklahoma worked innumerable hours preparing material to be submitted for use in this publication and a deep appreciation is acknowledged to each of them. In many cases copy could not be used because it was almost identical to material already processed. Gratitude to all those who submitted copy whether it was feasible to include it or not.

Appreciation is expressed to the following organizations for their cooperation in making this publication possible: the Oklahoma Curriculum Improvement Commission and the State Department of Education, the Southwestern Cooperative Educational Laboratory, Inc., the Oklahoma Education Association, the Oklahoma Classroom Teachers Association, the Oklahoma State School Boards Association, the Oklahoma Commission on Educational Administration, the Oklahoma Association of Elementary School Principals, the Oklahoma Association of Secondary School Principals, and the Oklahoma Association of School Administrators.

Grateful appreciation is also acknowledged to Mr. Kenneth Culver and Mrs. Ernestine Fisher of the Oklahoma Curriculum Improvement Commission staff and to their secretary Mrs. Wilma Mitchell for their untiring efforts in preparing the material for publication.

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PREFACE

The purpose of this publication is to place before school people some of the innovations in Oklahoma schools so that usable practices may be formulated by individual schools for improvement of their own situation. It is hoped that each article will serve as a starting place from which the reader can plan better ways of handling problems and improving public relations, administration and instruction.

The material included in this publication was chosen either because it presented a whole new idea or, more commonly, because it presented some innovative means of implementing a familiar idea. In some cases several articles are included dealing with the same subject but in each case one or more different means of implementation are suggested.

It would be ungracious not to mention that the Editor, the Executive Secretary of the Oklahoma Curriculum Improvement Commission and the Area Coordinator of the Southwestern Cooperative Educational Laboratory have gained a new respect and a higher regard for Oklahoma School people by working on this publication.

Dr. William Carr
Chairman, OCIC
Director, Southwestern
Cooperative Educational
Laboratory, Inc.

Dr. Clifford Wright
Director of Curriculum
State Department of Education
Executive Secretary, OCIC

Mr. R. E. Carleton
Editor
Superintendent of
Schools, Pauls Valley

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ADMINISTRATION AND PUBLIC RELATIONS

* * * * *

Holdenville Independent School District—I-35
P. O. Box 977, Holdenville, Oklahoma
Dr. V. K. Curtis, Jr., Superintendent

Prepared by:
Dr. V. K. Curtis, Jr.

A NEW APPROACH IN REPORTING TO PARENTS

INTRODUCTION

Many times a parent is the forgotten man when it comes to report cards. For several years parents in the Holdenville Community had complained about the type of reporting system being used. A "levels" progress report was being used and a check mark would indicate satisfactory progress at a given reading level. In subject areas a check mark would indicate satisfactory progress and a "X" would indicate unsatisfactory progress. When a parent complained about the grading system, the school personnel would always give the pat answer of "We refuse to compare children and feel that each should be graded according to his ability." The impasse was that parents, in general, preferred the traditionsl A, B, C, D, and F system of grading which would tell them how their child compared to the other children in the class while the local educational establishment refused to compare children.

SOLVING THE PROBLEM

James H. Jones, Elementary Coordinator, suggested that the elementary teachers and parents compromise and try to come up with a reasonable solution to the problem. After several conferences it was decided that in the first and second grades a list of skills which primary pupils need to develop should be constructed and children would be graded either satisfactory or unsatisfactory for each skill. As the school year progressed the list of skills was revised as the situation changed. Toward the end of the year there would be approximately 20 skills on which children would be evaluated. Parents in the community were in accord with this system except for the intermediate and upper grades. They refused to digress from the idea of having an A, B, C, D, and F grading system which in most instances was repulsive to teachers. Finally, a compromise between teachers and parents brought forth the idea of comparing pupils with other members of the class and also giving a second mark to determine how each was progressing in terms of ability. A failing grade was not included because it was felt that no elementary child should ever be considered a failure. For example, in arithmetic a child could receive a grade of "A" (excellent), "B" (superior), "C" (average), or "D" (below average). In addition to these grades a pupil could receive an "H" (honor) which would indicate to parents that this child was working above his ability or over achieving. He might receive a grade of "S" (satisfactory) which would mean to the parent that the child was working up to his level of ability. But if the child received a "U" along with his letter grade which compared him with the class, it would indicate to the parent that the child was not working up to capacity and he should be encouraged or helped. A list of criteria was established for each grade in order for teachers and parents to know how a grade should be determined.

EVALUATION

1. The printed criteria sheets for evaluating pupils which is in the hands of parents as well as teachers has contributed both to a school wide agreement on standards of achievement as well as a better understanding of the grading system by parents.
2. There is now a more unified system of reporting between elementary, intermediate and secondary schools. This system permits a better understanding of reported progress between schools as well as parents.
3. Since the reporting systems reflect how well the child is progressing according to grade standards as well as reflecting how well the child is progressing according to his abilities, there is a better relation between the reporting system and the curriculum design of our school.
4. Although the report cards retain much of the traditional look at first glance, there is a new design in concept of grade achievement with additional features for evaluating personality, individual abilities, and citizenship. Parents like the traditional look and teachers are pleased with the new design.
5. Most significantly, the teachers are more definite in their thinking and are giving marks that are more indicative of not only grade standards but also individual growth.
6. This system of reporting requires that teachers know more about their pupils. It requires more record keeping, more evaluative requirements and better communication techniques between teachers and parents.

Copan Independent School District—4
Copan, Oklahoma
L. S. Provence, Superintendent of Schools

Prepared by:
Jimmie Sue Walker

A NEW SCHOOL BUILDING

INTRODUCTION

The building presently housing Copan High School was built about 50 years ago. Much impracticability and misuse of space can be seen in the architecture of the old building. Because of all the repairs and improvements that have been made on the building, citizens were reluctant to pass building bond issues. Even with its repairs Copan High School shows its age.

STUDENTS CAMPAIGN

A bond election was set for December 6, 1966. Only about a year before a building issue had been defeated by a margin of three to one. At first a victory for the issue seemed unlikely—so much money had been put into the old building and a new school building would mean added taxes.

People didn't realize the need for a new building. They didn't know about all the safety hazards and traps it holds. They didn't know about all its inconveniences. Who could be in a better position to inform the citizens of the need of a new school than the school's students? With the help of the school faculty the students organized a campaign. A chairman was appointed, committees formed, and a down-town headquarters opened. On week-ends a representative of the students was in the headquarters and gave out information about the election. Students made posters encouraging voters to register and vote. The students went from door to door "selling" their story—telling why a new building was needed.

THE RESULTS

The result of the students' all-out campaign was a victory in the election. The bond issue passed 129 to 60. Because of the initiative of the student body, construction has begun and the new Copan High School will be ready for occupancy at the beginning of the fall term.

Custer Independent School District I-1
P. O. Box 48, Custer, Oklahoma
Hubert W. Sanders, Superintendent

Prepared by:
Calvin D. Schneider
High School Principal

A WEEKLY MEMORANDUM

INTRODUCTION

To insure a smoothly operating school week with a minimum of conflicts we require all school events large or small to be on the school calendar. The calendar is published weekly and distributed on Friday. This system allows time for teachers to plan for the next week.

OPERATION OF THE PROGRAM

The following items are typical.

1. Weekly duty roster.
2. All extra-curricular practice schedules.
3. All away-from-school trips.
4. Each day's events such as 4-H meetings, etc.
5. Any special areas which need attention are commented on, such as congratulations to the seniors for the fine assembly, or our litter is showing, or six weeks tests next week.

For the weekly memorandum to succeed all events must be put on the calendar at least one week in advance. A central office calendar must be maintained and the principal must schedule all events—listing time, place, date and persons involved. With this information, changes in schedules or changes in assignments can be made.

When the weekly memorandum is edited and published it is placed in the individual teacher's mail box at noon on Friday. Other affected personnel are given copies such as lunch room supervisors, janitors, and the transportation officer.

The Home Room period is used to make all announcements for the coming week.

EVALUATION

1. Helps to inform student body, faculty, and school personnel.
2. Provides for scheduled planning by coordinating extra-curricular activities and class work.
3. Encourages cooperation in the total school program.
4. Provides an accurate record of all activities and events.
5. Insures proper attention to details.

Ponca City Independent School District I-1
Ponca City, Oklahoma
Allen Robson, Superintendent

Prepared by:
Allen Robson
Superintendent

DIRECTOR OF CO-CURRICULAR ACTIVITIES

INTRODUCTION

The supervision of student activities used to be handled by the principal, since he is legally responsible for the activities of his students, but the ever-widening scope and complexity of secondary education has made it desirable, in our better organized school, for this responsibility to be delegated to a director of student activities.

Clubs, councils and other activities are likely to go at cross purposes, duplicate efforts, and cause friction unless their activities are carefully coordinated.

The success of the extra-curricular (or co-curricular as we prefer to call it) program depends largely upon the wisdom, foresight, sympathy, and enthusiasm of the principal and the person delegated by him to see that the program "goes".

The principal will need to establish the scope of an activity director's work, define the specific duties, and provide assistance and leadership whenever the need arises. The director's relationship to the program should be fully known to students and staff.

IMPLEMENTATION

The Activity Office is available to students and faculty for assistance, suggestions, or for any help on any matter in whatever way possible.

These duties are performed with the hope of furthering a fine activity program for our school, and of relieving the principal of these duties in order to give him time for more important matters, or for ones that only he has jurisdiction over. It should be kept in mind that if there is a question of procedure or of school policy, it should be referred to him. Our Activities Director has the following responsibilities:

1. Helping set up the yearly calendar (this starts in the summertime).
2. Be responsible for the weekly calendar (this is necessary because of the great number of meetings, events, clubs, etc., that cannot be anticipated in advance and changes that occur in the yearly calendar).
3. A clearing house for scheduling all events. This is one of the most important responsibilities. Nothing causes more friction and dissatisfaction among students and teachers than having overlapping events, practices, or meetings.
4. Club enrollment and secure sponsors.
5. Schedule club meetings.
6. In charge of assembly programs including homeroom practice for color ritual.
7. Checking posters for school spirit and others.
8. Checking student announcements.
9. Sending school publicity to the newspapers, also, weekly calendars.
10. Keeping an account of homeroom contributions.
11. Issue identification cards to students.
12. In charge of pictures taken for yearbook—including collecting money and distribution.
13. Keep list and issue courtesy tickets to the public.
14. Distribute cumulative folders.
15. Organize and complete magazine sale and special events concerning this event. Also, handle adjustments throughout the year.
16. Organize homeroom intramurals.
17. Schedule homeroom projects.
18. Encourage and assist all homeroom activities in any possible way.
19. See that tickets are ordered for special events, assist with programs, ushers, properties, etc.
20. See that the student lounge has necessary equipment and organize tournaments there; such as table tennis, chess, etc.
21. Send information and check on Junior Lions and Rotarians.
22. Make necessary forms for events, homerooms, clubs, etc.
23. Keep lists and record on activity cards activities of students.
24. Make necessary contacts and arrangements for awards assembly.
25. Assist in arranging commencement program.
26. Keep infirmary records and be in charge of infirmary.
27. Maintain a lost and found department.
28. Assist in collecting clothing and special help for needy students.
29. Keep a file of past activities.
30. Be responsible for faculty courtesies.

31. Make forms and distribute yearbooks and Kat Keys (student handbooks).
32. Make forms and assist Student Council in its activities.
33. Make forms for school elections and tabulate results in many instances.
34. Assist in class reunions.
35. Distribute first aid supplies and medication.
36. Supervise a student staff of assistants.
37. Act as liaison between the community and school in public relations.
38. Any event, problem or activity that does not fall in a designated area will usually come to the Activity Office.

EVALUATION

The only real evaluation of our plan is to be found in the lack of conflicts and the participation of students in the co-curriculum program.

Davis Independent School District—10
P. O. Box 774 — Davis, Oklahoma 73030
Bob Brown, Superintendent

Prepared by:
Bob Brown

EDUCATION GOES UNDERGROUND

INTRODUCTION

What can you do when you need to construct an elementary school building, conserve playground space, provide storm shelter facilities for 650 people, and provide an economical air conditioning system that utilizes a minimum of energy? The solution appeared in the form of an underground school.

IMPLEMENTATION

In September of 1967, Davis elementary students will begin classes in Oklahoma's second underground school. The subterranean location is not the only unique characteristic of the building. Quoting a Sunday Oklahoman description of shape, "It looks like two stop signs placed end-to-end".

Realizing that schools need to be flexible, the Davis Board of Education and Locke & Smith (Architects) designed a building that departed significantly from the "Quincy Box" or the "egg crate." Classrooms are designed in pairs so that two rooms can be easily changed to one when operable walls are folded back. This will allow large group presentations and other team teaching activities with large, regular, and small groups. Classrooms are shaped in a "semi-triangle" so that two rooms, when joined, will not have a rectangular "study hall" effect. A carpeted central library and materials center will further lend itself to flexibility of grouping for instruction.

EVALUATION

Underground schools appear to have several advantages:

1. Low maintenance cost—exterior painting, glass replacement, roof repairs, etc. will not be required.
2. Low Insurance Cost—Structure is fireproof and stormproof.
3. Economic Energy Utilization—total energy utilization for heating and cooling is approximately 50% of a similar installation above ground.
5. Complete lighting control.
4. Elimination of distraction from outside noise and activity.
6. More effective utilization of audio-visual aids—eliminates the need for blackout curtains and other light control devices.
7. Storm and fallout protection.
8. Conservation of school playground space.

As pressures for improved educational opportunity continues to increase faster than school revenue, it appears that flexible underground schools may truly be a successful venture in contemporary education.

Medford Independent School District—54
P. O. Box 247, Medford, Oklahoma
Eugene V. Keith, Superintendent

Prepared by:
Eugene V. Keith

IMPROVING PUBLIC RELATIONS THROUGH PARENT VISITATION

INTRODUCTION

Efforts in developing awareness of the school program in the minds of the public are put forth in every school system. Ordinarily special emphasis is placed on National Education Week or other special seasonal observances. Most efforts of a special nature result in a superficial exposure of the school program to patrons. Usually care is taken to select carefully the aspects of the school program to be exposed to the public.

Programs designed to create interest in school activities have been regularly scheduled in our school system. We decided to develop a more individual approach to supplement the larger group effort at promoting interest in our school. A decision was made to attempt to get every patron, who would agree to participate, into our school during a regular session for at least one-half day. We believed that more information would result in better understanding of the school program.

METHOD OF OPERATION

Each family represented in the school system was contacted by letter which explained the visitation program we were planning. Each family was asked to respond indicating whether they wished to visit school on Tuesday, Wednesday, or Thursday. No effort was made to invite people on Monday or Friday. Each respondent also indicated preference for morning or afternoon. We were able to schedule all visits on the day of the week and time of choice. The visitations required approximately three months to complete although many days were very light in attendance.

Scheduling for parent visitation required some time but it was not a very difficult task. Care was taken to schedule parents in such a way that no overload developed in any particular classroom. Many parents had several classrooms or grade levels they wished to see in a single session. All persons who were to visit each session scheduled met in a group and an effort was made to orient each person to the activities. This session provided an excellent opportunity to outline the school program and answer any question that might arise. These groups usually were no larger than six for any single session. Both morning and afternoon groups were invited to participate in the school lunch program.

There was a need to develop some instrument to be used in evaluating the visitation program. We chose a one page questionnaire that each visitor was to complete. This gave each person an opportunity to list his favorable and/or unfavorable impressions of the visitation program. We received a high percentage of these completed questionnaires from parents who participated.

Concern existed among our staff members about the effect on the regular teaching process with visitors in the area over an extended period of time. Some effort was made to structure the situation so minimum interference would occur. Seating was arranged in advance at the back of the rooms. Teachers were informed in advance when visitors were expected. Parents were asked to avoid personal conference with teachers during the regular school periods. Appointments were made when teachers were free. The novelty of visitors in the classrooms soon wore off and little interference to the regular program was apparent.

EVALUATION

1. Based on written responses from parents involved in the program, there was no doubt that parents appreciated the opportunity to see what actually occurs in the classrooms. Parents developed a better understanding of problems involved in the teaching process.
2. Teachers and parents came to know one another better as a result of this program.
3. There was indication that teachers may have more thoroughly planned their activities when they knew parents were going to be in the room on a given day.
4. Teachers' opinions toward the value of the program differed. Most thought it was a valuable experience though several indicated they would not like to be involved every year for that length of time.

Cushing Independent School District #67
P. O. Box 1267, Cushing, Oklahoma
George P. Rush, Superintendent

Prepared by:
George P. Rush

JUNIOR HIGH SCHOOL NEWSLETTER

Published by Parents

INTRODUCTION

Most parents are concerned with all kinds of changes that take place when their child moves into the junior high school from the sixth grade.

This concern became the topic of conversation among a few mothers following a PTA Council meeting in the Board of Education office early in 1964. An informal committee was appointed for discussion with the administration.

When the committee met, it was decided that the best media to supplement other forms of communication would be a Junior High School Newsletter—one that would involve participation by both parents and teachers.

The next step was to have a "get them all out" parents and teachers meeting in the evening at the school cafeteria. The response was excellent.

It was decided that the newsletter should be mailed to all parents of the school at the expense of the parents. Teachers were to furnish the information to the reporters (parents) who would compile, publish and distribute the letter five times during the school year.

The general purposes have come to include:

Informing the junior high school parent about some of the aspects of the school program, i.e., what the child does at school.

Serving as a calendar of special events.

Giving the parent and the child a common understanding about school activities.

Stimulating the teacher to more accurately evaluate his performance as he prepares his brief comments for the newsletter reporter.

Causing the individual teacher to evaluate his efforts in the light of all efforts of all teachers.

EVALUATION

Two years after the first newsletter was written, teachers and parents were asked to evaluate its effectiveness. Typical responses were:

The newsletter answers questions for the parents and informs them of the teachers' objectives, methods of marking papers, and general classroom procedure.

It gives the parents a thumb-nail sketch of forthcoming classroom activities.

It helps parents to relate homework to the classroom or group activities.

The newsletter is of great value to the working parent, who finds it difficult to communicate with the school.

The newsletter helps the parents become more familiar with the teachers' names and the spelling of names.

Moore Independent School District—2
400 North Broadway, Moore, Oklahoma 73060
Dr. Leslie R. Fisher, Superintendent

Prepared by:
Doug H. Frederick
Business Manager

MACHINE DATA PROCESSING IN OKLAHOMA PUBLIC SCHOOLS

INTRODUCTION

Oklahoma school financial accounting has undergone the following transformation: hand posting-ledger method, machine posting-ledger method, hand posting-school-a-tronic method, and machine posting-data processing method.

The need for better school accounting of revenues and disbursements led to careful and vital research. A research committee was formed, made up of the following organizations: Finance Division of the State Department of Education, School Auditors, School Business Officials, and data processing firm. This group was given the responsibility of producing a workable data processing method with the guidelines of good accounting procedures and legal controls. The leadership for this research was supplied by the Finance Division of the State Department of Education.

IMPLEMENTATION

The first task was to designate a method of coding revenues and disbursements in a manner that would satisfy the needs of the schools in Oklahoma. It was necessary that the revenues and disbursements of federal monies receive additional coding. The coding must allow the flexibility of additional expenditures and revenues under the main classification. It was necessary that provision be made for the addition of future revenues and disbursements.

After the data processing method of accounting was formulated and evaluated by the committee, it was submitted to the State Board of Education with a request for approval. The business accounting method was submitted to the legislature. After a formal presentation and study by the legislative educational committee a senate bill was passed. The passage of this bill made it possible for a school to use the accounting system as an alternate method.

Each school that uses this method of school accounting must submit a request to the Finance Division. If permission is granted, the school may initiate the accounting system with a processing center that is acceptable to the Finance Division.

It is then necessary that the participating school submit an appropriation distribution of various accounts equivalent to the revenue received. Controls must be placed by the processing center. The encumberances must not exceed the appropriations total.

The Moore School System was the pilot school in the accounting system. During the experimental stage, it was necessary to make revisions, deletions, and additions. School systems in the state had the opportunity to participate in workshops conducted by the State Finance Division. Schools were permitted to examine the accounting system in operation at the Moore School.

OPERATION OF THE ACCOUNTING SYSTEM

The operation details of the accounting system are as follows: (1) approval of allocation of appropriations, (2) encumberance of all personnel contractural obligations, (3) immediate encumberance of all orders for supplies and equipment, (4) preliminary payroll of employees, (5) corrections made for all employees whose monthly salary is not equivalent to the original encumberance, (6) change request made for all warrants that differ from the encumberances, (7) set up procedure of encumberance signatures by receivers of the merchandise before warrants are authorized to be paid, (8) immediate encumberance of new employees, and a change request for all employees that are terminating their employment, (9) new monies added in revenue to be added to appropriation account by legal means, (10) date of sending material to processing center and return to school must be set, (11) date to be used to administer effectively the finances of the schools, (12) data for more complete personnel information, (13) reconciliation of warrants with encumberances.

The State of Oklahoma has a primary classification of funds as follows: (1) general fund, (2) building fund, (3) fund to be added later, (4) sinking fund, (5) bond fund, (6) gifts and endowment fund, (7) insurance fund, (8) special federal fund to be used only when authorized by specific state or federal regulations, (9) fund to be added later, (10) fund to be added later.

The secondary classification of funds is used to classify the various accounts authorized by law or required by state and federal regulations. The State Board of Education states, "all federal funds, when received by any school district in this state, shall be credited to the General Fund and commingled with other funds or budgeted and accounted for as special cash funds, depending upon the functional purpose. All such funds shall be appropriated and made available for warrant issue by being added on the proper items of appropriations by the county clerk in the same manner that state funds are appropriated."

The Building Fund has the same secondary classification as the General Fund where it is applicable.

The Sinking Fund does not apply. The encumberance method of accounting for disbursements of General Fund is divided into the following series with provisions being made for internal sub-classification: (100) administration, (200) instruction, (300) attendance and health services, (400) pupil transportation, (500) operation of plants, (600) maintenance of plants (700) fixed charges, (800) food services and student-body activities, (900) community services, (1000) capital outlay.

The encumberance method of accounting for the disbursement of building fund is divided into the following series with provisions for internal sub-classification: (1) erection of buildings, (2) remodeling and repair of buildings, (3) furniture and equipment.

The encumberance method of accounting for the disbursement of the bond fund is divided into the following series with provisions for internal sub-classification: site, furniture and equipment, transportation, and multi-purpose.

EVALUATION OF THE SYSTEM

A careful evaluation was made of the accounting system by the committee. The system was installed in twenty-three additional schools the following year. Twenty additional schools are adopting the program for the 1967-68 term of school. It is my opinion that the system will eventually be established throughout the state.

Evaluations were conducted by the participating schools, data processing center, and State Finance Division. Revisions, improvements, and evaluations are a continual process.

CONCLUSION

The accounting system now has the following reporting for the school business office: primary classification of encumberances, sub-code classification of encumberances, warrant register, teacher retirement report, social security report, state and federal withholding report, special deduction report, annual payroll report, and budget analysis summary. The encumberance report warrant register, and budget analysis are made available to board members, clerk, and school treasurer.

The committee is making further study of new innovations such as: additional reporting for federal programs, school property accounting, improvement in revenue accounting, professional staff data, and research in expansion toward other needed areas.

Hinton Independent School District—161
P. O. Box 66, Hinton, Oklahoma 73047
Walter Fields, Superintendent

Prepared by:
Walter Fields,

PARENT-TEACHER CONFERENCES

INTRODUCTION

In keeping with the general policy of Hinton schools that all activities should be of a nature to improve instruction and help develop every child to his full capacity, it was decided several years ago that if we could arrange to have teachers and parents talk directly to each other about the child's work, it would create an atmosphere of cooperation that would help to accelerate the learning process.

PLAN OF PROCEDURE

In order to carry out this policy and to be assured that all parents would have a chance to visit with and talk to the teachers, it was agreed that we plan a period of visitation in the classrooms by the parents, so that a definite schedule of visitation would be worked out and all parents invited and urged by letter to attend. It was agreed that we have three of these visitation periods each school year, each to be the second week after the close of each of the first three nine weeks periods. Visits were to be scheduled in the afternoon. In working out a schedule we found that it would take four afternoons to arrange for a conference with each parent and teacher. Busses would leave with rural students, who constitute about 6% of our enrollment, at 1:30 each afternoon.

Teachers prepare a conference sheet for each student in his or her class, giving detailed information about each student, including grade, work habits, ability, cooperation, behavior, etc. These sheets are given to each teacher for a conference with a parent in junior and senior high, since it would be out of the question for each parent to talk to each teacher of each subject in the time allotted. In the grade school, since our grades are self-contained classes, each parent has a conference with each teacher for each child in the family.

We have tried different kinds of information sheets for the teacher to prepare over the past several years, and have settled on the one we now use, which is very simple and brief. It calls for the following information: pupil's name, grade, class, and teacher's name; general attitude toward school; is the student accomplishing what he is capable of doing? If the answer to this question is 'no,' the teacher will circle one or more of the following to show why she thinks he is not: absent too much, study habits poor, lack of application, classroom behaviour, inattentive, fails to accept criticism. Remarks are called for if the teacher desires to elaborate on the student's work.

PARTICIPATION AND RESULTS

We have had excellent participation by parents in this project. In fact, most of our parents complain if they think we are not going to have the conferences. We decided two years ago that two conferences each school year would be sufficient. Some parents objected, but we have found that we are getting as good, if not better results and participation by having only two each year.

We have had more than 95% participation by parents each year, and are having our County Visiting Teacher, or a member of our regular faculty, go to the home of every parent who fails to come for the conference, hence giving us 100% participation.

We have found that students try harder to get their work done and on time, since they know the teacher will be in contact directly with the parent.

These conferences have also created a closer relationship between parents and teachers, and a better working relationship for teachers and students.

Hydro Independent School District—1
P. O. Box 5, Hydro, Oklahoma 73048
W. M. Freeman, Superintendent

Prepared by:
Lucile Waller,
Counselor

PARENT-TEACHER CONFERENCES

INTRODUCTION

The faculty and the patrons of the Hydro Public School believe that the parent-teacher conferences held each November are a means of developing mutual understanding of the needs of the pupils. The conferences also serve as a public relations media and an interest-provoking project for the regular school program. Since the Hydro High School cooperates in the student-teaching program of Southwestern State, Weatherford, the student teachers, who begin their work the first of November, supervise the classrooms while the teachers are in conference.

OPERATION OF THE PROGRAM

The conferences are usually held from 12:30 p.m. until 4:30 p.m. at fifteen minute intervals. Two afternoons are used for grades one through six and two for grades seven through twelve. Each elementary teacher consults with the parents of her pupils; and five junior-senior high school personnel—the principal, the counselor, the vocational homemaking, vocational agriculture, and social studies instructors—confer with the parents of the upper six grades. The principal coordinates the entire program. He arranges the schedule for all parents so that those who have more than one child can confer with the teacher of each child during one afternoon. He also notifies everyone by letter of the exact time and place of each conference. All teachers involved are likewise given a complete schedule.

Before the conferences begin, all teachers in the junior-senior high school are asked to write reports concerning the work and attitudes of the pupils in their classes. These are placed in the individual folders kept by the counselor. By studying these reports and the other information in the folders, the teacher-counselors feel more able to confer with the parents. The elementary teachers keep cumulative records for all pupils. These records are eventually put into folders when the child enters junior high; therefore, the compiled information is available for the conferences. Naturally the parents add much to this information, so more personal data is gained.

In spite of the fact that the conferences are held for only fifteen minutes each, many aspects of the child's behaviour, accomplishments, activities, and attitudes are discussed. If either the parent or teacher feels that a longer conference needs to be held, one can be scheduled for another time.

EVALUATION

Evidence that the conferences have been successful is that each year more parents participate. This year almost ninety percent of the parents kept their appointments.

It is difficult to measure the exact benefits for this project; but since it was begun in 1964, an increased interest in school affairs has been manifest. There is a friendlier atmosphere in the classrooms; there is a deeper understanding of the pupils' and the school's needs; and there appear to be higher educational standards in the school.

Moore Independent School District I-2
400 North Broadway, Moore, Oklahoma
Dr. Leslie R. Fisher, Superintendent

Prepared by:
Mrs. Bennie Raine
Director, School-
Community Relations

SCHOOL - COMMUNITY RELATIONS
THE PATRONS REPORT

PURPOSE OF THE PROJECT

During American Education Week, a project, "You're Talking, We're Listening," to get a cross-section of the Moore patrons' thinking about the school was held by the Moore School-Community Relations and the Moore Council of Parents and Teachers Association. Since the School-Community Relations program at Moore was entering its third year, there was a need for a check to determine its effectiveness. Also, out of suggestions from patrons, it was decided that this project could furnish springboards from which to make further progress towards a better school system.

PLANNING

The project began with planning by Dr. Leslie R. Fisher, Superintendent, and Mrs. Bennie Raine, Director of School and Community Relations. Tentative plans were presented at the September 20, 1966, meeting of all school principals. Plans were amended and approved by the principals. These plans were presented to the Moore Council of Parents and Teachers Association. They approved an amendment concerning sale of tickets, so the PTA units could make a little money from the project. Plans were then presented to the local PTA units and approved.

A news release giving time, place, ticket price for the evening meal and how the meeting would be conducted was planned.

IMPLEMENTATION

Tickets were printed and distributed to the units. Principals selected teachers to serve as recorders who would refrain from entering into the discussions.

A record of table numbers and persons buying the tickets was kept and a chairman for each table was selected by the Council of PTA. Suggestion sheets listing topics of possible interest for discussion were made up by PTA presidents and were given each chairman.

As patrons came into the dining room, they were greeted by the president of the local Council of PTA and the director of school and community relations. A welcome and instruction sheet was given to each and then they were on their own.

At 8:00 P.M., recorders left their tables and went to another room to combine comments from all recorders.

EVALUATION

Judging from reports and comments of those attending, this was one of the best school and community relations projects we have had. Everyone requested a second discussion meeting with talk limited to not more than three topics. In fact, they were all very enthusiastic in their approval of the project.

Because so many comments were made for and against homework and about the problems homework created for parents, we are in the process of using this for our next REPORT CARD, a quarterly informational bulletin mailed out to all patrons.

Pauls Valley Independent School District—18
P. O. Box 679, Pauls Valley, Oklahoma
R. E. Carleton, Superintendent

Prepared by:
R. E. Carleton

SUPERINTENDENT'S ADVISORY COUNCIL

THE NEED

The improvement of modern school systems depends first on ideas. Because of the organization of most school systems many professional people may find it difficult to gain a hearing for an idea which seems excellent to them. They are often too busy to write down or perhaps even to organize the steps by which it could be implemented, so the idea dies.

Teachers are sometimes plagued by petty annoyances which seem too small to present in formal teachers' meetings and for which the opportunity never seems to arise for presentation to the principal. In most cases these annoyances can be easily removed but because attention is never given to them, they continue and they result in frustrated teachers.

Administrative decisions can be made after the consideration of only one or two people and many times such a way is the best one. However, much important planning and many decisions affecting a school system need the thinking of most of the people on the school staff. Most classroom teachers are more than happy to spend their own time in order to help make such decisions but because no system has been set up for their participation, the need continues to exist.

It was to garner ideas from as many people as possible, to provide a way for petty annoyances to be aired, and to give opportunity for assisting in administrative decisions and long term planning that the Superintendent's Advisory Council of the Pauls Valley Public Schools system was established.

THE IMPLEMENTATION

The Superintendent's Advisory Council consisted of one representative elected from the faculty in each building in the system for a one year school term. No administrative personnel had anything to do with the election. This first group met, wrote a brief constitution and by-laws and set meeting dates for the year.

The meetings are carried on in an informal fashion ordinarily beginning with a "gripe session." Petty annoyances and gripes of any individual from any building are presented to the group and reasonable solutions are sought.

The second part of the meeting is spent in discussion of ideas for improvement. Any idea dealing with curriculum or student welfare is brought before the body.. If immediate solutions are possible the details of carrying them out are worked out by the group and the information carried back to the buildings affected.

The third part of each session deals with long term and total district planning. It is here that the prospective budget is discussed and the breakdown of expenditures for budgeted services is decided upon. It is here also that changes in curriculum or in organization are worked out.

THE GOALS AND THEIR ACHIEVEMENT

The goals of the Superintendent's Advisory Council are:

1. To make as pleasant a working situation as can be afforded for teachers.
2. To make use of all good ideas from the total faculty.
3. To have an informed faculty concerning all of the school system.
4. To serve as a public relations tool.

During the three years of operation we have been able to note considerable improvement in many areas. When only a specific amount of money was available for salary increases it was this group who worked out alternate plans and presented them to the faculty for a choice. Many petty annoyances have been removed resulting in a better working climate for the teachers. As more and more accurate information is taken by the council members to their buildings all teachers are more able to explain school programs and school finances to the general public, hence, the council is serving as a public relations tool.

A successful Superintendent's Advisory Council calls for the work of dedicated teachers, a patient superintendent and principals and an eagerness on the part of all council members to look always at the goal of better training for all of the students in our schools.

Chickasha Independent School District I-1
1000 Florida Avenue, Chickasha, Oklahoma
E. B. Turley, Superintendent

Prepared by:
Wilma Cox,
Curriculum
Coordinator

TEACHER VISITATION DAY

INTRODUCTION

Each year, the Chickasha Public School System has utilized one of the five permissive professional days in a city-wide, one-day in-service program for its teachers. Consultants and experienced individuals come to our school to present workshops for the teachers in areas of interest and need. However, many times all areas are not covered; and several teachers find they are attending workshops that are not necessarily beneficial to their classroom work.

This year, Chickasha decided to try something different. Instead of bringing a workshop program to Chickasha, the teachers visited and observed other schools in Oklahoma. Each teacher wrote to a school that had a program or department which she wished to survey and obtained permission from the school's administration to visit on November 14, 1966.

OBJECTIVE OF THE PROGRAM

The objective of this procedure was to give the Chickasha teachers a chance not only to hear about a program or method of teaching, but also actually to see the program in operation. They would be able to observe teacher and pupil reaction, to talk and ask questions, and to learn the intricate details required to carry out the program in which they were interested.

Since the passage of the bond issue in Chickasha, the teachers were especially eager to learn ways and means of expanding Chickasha's educational program in all areas and at all levels. The high school teachers were alerted not only to observe methods of teaching and programs but also to inspect buildings, departments, and classroom arrangements that will help them to plan the new high school to be built in Chickasha.

EVALUATION

Each teacher wrote an evaluation of her observation to help the administrators decide if the visitation was a practice that should be used again. After reading the evaluation, the administrators concluded that:

1. The Chickasha teachers did bring back new ideas and practices that they can include in and apply to the methods of teaching they use in their own classrooms.
2. The teachers returned to their classrooms more confident, more motivated, and with an intense determination to examine critical problems of their students and to develop methods of challenging

students to work and overcome their problems.

3. Each teacher was provided the opportunity to evaluate his own teaching.
4. Each staff member benefitted from the visitation day.

Laverne Independent School District I-1	Prepared by:
Laverne, Oklahoma	Reta Shackelford
Harry C. Shackelford, Superintendent	and Vivian Richards
	Fourth Grade Teachers

USING TEACHER-AIDES IN A SMALL GRADE SCHOOL

INTRODUCTION

At the beginning of the second semester of the 1965-66 school term, the board of education and the administration of Laverne Independent School District I-1 provided four teacher-aides to assist the fifteen faculty members and the principal of the elementary school. The ratio of one aide for every four teachers would allow for assistance to be rendered to the individual teacher for a period of one and one-half hours each day.

OPERATION OF THE PROGRAM

The aides provide much needed help with such housekeeping "chores" as planning and arranging room decorations and displays, duplicating of practice work and other materials, keeping lunch money records up to date, and assisting with the production of assembly programs. The aides also relieve the teacher of routine paper grading by helping with those papers that the professional does not feel that she must personally grade and evaluate. One of the greatest helps rendered by the employment of teacher-aides is that the teacher is relieved of direct playground supervision and other before-school and noon-hour duties so that this "saved" time can be utilized for the preparation of actual classroom activities or the instruction of slower pupils.

The aides work an eight-hour day, starting their work day at 8:00 A.M. and ending at 4:30 P.M. with a thirty-minute break allowed at noon.

EVALUATION

Because aides relieve the teachers of many routine duties, each teacher is allowed time to work with slow-learning students, to prepare in depth any new subject matter she may wish to introduce to her class, and to start each day better prepared. Because of careful planning on the part of the elementary principal and flexible attitudes on the part of the several teachers involved, the sharing of aides has seemed to work smoothly. The grade teachers state that they appreciate the new ideas and fresh approaches to problem solving that these energetic lay workers bring with them to the school.

IN-SERVICE EDUCATION AND MATERIALS CENTER

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Enid Public Schools
Enid, Oklahoma
O. T. Autry, Superintendent

Prepared by:
Stella Rockwell
Curriculum Coordinator

EDUCATIONAL SERVICES CENTER

INTRODUCTION

An Educational Services Center for school age children will begin operation with the beginning of the 1967-1968 term.

Research in the fields of psychology, child psychiatry, and sociology has accumulated a large body of knowledge concerning the effects of psychological and sociological factors on learning. However, due to many factors, much of this evidence from research has lain dormant on the pages of research journals. In addition to this large amount of research evidence available, there are also many areas of learning disabilities that need further research. Concrete teaching materials and methods need to be developed to put research evidence into practice in the classroom.

IMPLEMENTATION

The overall objective of the Center is to provide the psychological, psychiatric, and sociological services that are necessary to discover and alleviate the causes of learning disabilities related to psychological and sociological factors, with special emphasis upon those related to cultural deprivation.

The professional staff to be employed to achieve this objective consists of the following:

(a) A Program Administrator
(b) A Clinical Psychologist
(c) A Psychiatric Consultant
(d) An Educational Psychologist
(e) A Psychometrist
(f) Two Psychiatric Social Workers

These people will work individually and as a team to diagnose the learning disabilities of children, and to provide remedial measures to alleviate the causes of disabilities.

In addition to the direct services to children, a program of in-service training will be conducted with teachers. This will consist of workshops, conducted by Center personnel, to aid teachers in understanding the learning problems of children, and to aid them in using new and different methods of teaching children with learning problems. Publications and results of research will be supplied to teachers in order to aid them in utilizing all possible ways of teaching these special children.

In summary, this Center is designed to provide the services that are necessary for children who are not succeeding in school due to learning disabilities caused by psychological or sociological causes. The Center will provide for both diagnosis and remediation of learning problems through psychological, psychiatric, social service, and educational services to children, their families, and the schools.

EVALUATION

Since the Educational Services Center does not begin operating until the 1967-68 school year, an evaluation cannot be made.

Holdenville Independent School District, I-35	Prepared by:
P. O. Box 977, Holdenville, Oklahoma	James H. Jones
Dr. V. K. Curtis, Jr., Superintendent	Elementary Coordinator

HOLDENVILLE SCHOOLS CURRICULUM MATERIALS CENTER

INTRODUCTION

In today's society it is necessary to learn through many avenues. The need for variety in learning places added stress on the availability of educational materials in our schools. The Curriculum Materials Center brings this variety of resources into the classrooms of the Holdenville Public Schools to meet the individual needs of children.

OPERATION OF THE PROGRAM

The Curriculum Materials Center has been developed in a response to a continuing search for better education programs that would help the Holdenville Schools unify the many school resources, namely audio visual and printed materials. In the everchanging complex of education one central fact emerges, the quality of education materials is rapidly and constantly expanding. With this fact in mind the administration was faced with the problem of utilizing this mass of material to its fullest extent.

For such utilization it was necessary that an operational program be developed; competent personnel be engaged; and physical facilities be provided for such use.

The Holdenville Center developed its program around a threefold philosophy. First, materials to be acquired and used are to be of the best quality, second, that the materials are readily available to teachers and students; and, third, that the materials are effectively used in the learning process. Strong educational assistance and guidance to teachers are fundamental to a good instructional materials program. The Holdenville Center is supervised by the Elementary Coordinator of Instruction. He is assisted by a center clerk. The Materials Center is housed in a district center which serves as a central administrative and service unit serving satellite building centers.

EVALUATION

1. The Materials Center and its staff give professional assistance in the selection and evaluation of material.

2. There is provided an availability of assorted buying guides for all types of materials and equipment.
3. There is an arrangement for previewing and on-approval orders.
4. Through quantity buying, a benefit is received through discounts of appropriate materials.
5. New teachers may be oriented to building resources.
6. All teachers and administrators may receive knowledge of the newer developments in materials.
7. The Center has a central index of all materials and equipment, keeps records on use of materials, schedules and routes materials and equipment to classrooms.
8. Prevent unnecessary duplication of materials and equipment.
9. Economy in operation can be gained and greater materials effectiveness insured by proper maintenance.
10. Periodical checks can be made on equipment and materials for preventive maintenance, minor repairs are made within the Center, arrangements are made for major repairs, disposition of worn out materials and equipment.
11. Further, the Curriculum Materials Center can arrange for borrowing materials and equipment and can by careful routing allow the acquisition of certain expensive items not feasible for each classroom.

Anadarko Public Schools
Anadarko, Oklahoma
John W. Word, Superintendent

Prepared by:
B. W. Randquist
Assistant Superintendent

IN-SERVICE EDUCATION

INTRODUCTION

To improve our instructional program by getting our teachers involved in reading about and discussing current topics in education, the administration at Anadarko searched for materials suitable for discussion type faculty meetings. The materials chosen were the Science Research Associates series entitled "Teacher Education Extension Service" (TEES) This series consists of eight monthly releases during the school year dealing with different issues and problems in American education.

IMPLEMENTATION

The program was set up at Anadarko so that a small group of about 20 teachers could meet with the assistant superintendent once a month and discuss the material contained in the current TEES booklet. The meetings were discussion type meetings and good participation was obtained from all the teachers. From the comments made by the teachers, they enjoyed the meetings as well as keeping informed about current issues and problems in American education.

In addition to the above meetings, each teacher met twice during the year with her own grade level group or with her own subject matter group. These were discussion type meetings with from 4 to 8 teachers discussing prepared questions dealing with what they teach, what they hope to accomplish during the school year in the classroom, and ways to best improve our program. These meetings were aimed primarily at improving instruction by increasing understanding within grade levels and between grade levels. The discussions at these meetings were lively and the teachers thoroughly enjoyed the meetings. We feel that the understandings within grade levels and between grade levels have been greatly increased by these meetings.

EVALUATION

The administration at Anadarko Schools feels that we accomplished the following through this program:

1. Teachers were made aware of some of the problems and issues in American education through reading the material and discussing it.
2. Teachers became aware of different ways to accomplish objectives.
3. The administration had the opportunity to learn some of what the teachers were thinking and doing through the discussions.
4. The teachers had the opportunity to gain a better understanding of the administrative point of view through the discussions.
5. Each teacher had the opportunity to gain a better understanding of the views and ideas of the other teachers.

Butler Independent School District—46
Butler, Oklahoma
Farris Brookman, Superintendent

Prepared by:
Mrs. Wynema Wright
High School English Teacher

IN-SERVICE WORK FOR TEACHERS OF COMPOSITION

PROBLEM

High School English teachers have received much criticism from college English teachers in recent years because of the incoming students' lack of writing proficiency. An English teacher in our school is trying to do something about it.

SOLUTION

In our area we are fortunate to have a college professor who has arranged a series of meetings with secondary teachers who are interested in improving their methods of instruction. This work is done during non-school hours. Through listening, discussion, and actual writing participation, the teachers have come to recognize many weaknesses in the preparation and presentation of their writing assignments. Since the meetings are informal, each teacher feels free to ask for suggestions for improvement from both the instructor and his fellow teachers. It is the hope of the group that these meetings will lessen the gap between high school and college writing instruction.

When state college professors and public school teachers are willing to give part of their own time to better prepare high school students for college, without credit or pay, then progress is being made in the field of education.

Lawton Public Schools—District 8
Lawton, Oklahoma
Hugh Bish, Superintendent

Prepared by:
Hugh Bish

PRINCIPALS' READING WORKSHOP

INTRODUCTION

At the request of principals, the Lawton Public Schools conducted a Principals' Reading Workshop. Thirty-six principals and ten other administrators attended fifteen meetings for the purpose of becoming better acquainted with the adopted reading program in order to provide more efficient leadership for the teachers.

IMPLEMENTATION

The meetings, scheduled on school time, consisted of: lecture presentations by visiting consultants and specialists, technique demonstrations by local administrators and teachers, operational demonstrations of reading equipment by three companies, and a book exhibit of a collection of more than six hundred library books. For further orientation, the workshop participants met in different buildings: the Shoemaker Education Center, the elementary and secondary classrooms, and the material centers.

The principals made a study of different reading programs, contrasted and compared these programs with the adopted basal reading program of the Lawton Public Schools. Also, they studied and discussed the following topics: Reasons for Students Inability to Read, Grouping, Reading in Content Areas, Unlocking Strange Words, Oral Reading, Listening Skills, and Reading Equipment.

At the conclusion of the workshop, the participants received Certificates of Achievement and one hour of professional credit.

EVALUATION

The Principals' Workshop was a success. Participants now have a better knowledge of reading, especially the reading program of the Lawton Public Schools. Since they have been re-enforced in what they believe the reading program should be they offer more effective leadership for the teachers. Another evidence of success is that the principals have requested other workshops in other areas.

Davis Independent School District—10
P. O. Box 774—Davis, Oklahoma 73030
Bob Brown, Superintendent

Prepared by:
Bob Brown

"TIME OUT" FOR IN-SERVICE

INTRODUCTION

Good teachers must not only be producers but consumers of education. Rapid developments in education make it imperative that a school staff constantly engage in self improvement activities. Most dedicated teachers spend some of their summers in college graduate programs or travel activities. This system is desirable but does not eliminate the need for an effective in-service program dealing with contemporary problems relating to education in general and specific problems of the local school district. Busy staff members usually do not respond to additional demands on their time unless the activities are particularly useful and provide an opportunity for the improvement of instruction.

IMPLEMENTATION

The Davis Board of Education authorized the use of two Thursdays each month for in-service programs. School is dismissed at 2:00 p.m. instead of the usual 3:30 closing hour and in-service programs are scheduled from 2:00 until 4:00 p.m.

The instructional staff recommends in-service activities that focus on current local problems or needs.

Typical in-service programs held during the 1966-67 school year were:

1. Improvement of Reading Instruction
2. The Slow Learner
3. The Underachiever
4. Library Development and Utilization
5. Team Teaching
6. The Ungraded School
7. Human Relations
8. A Look at Creativity

Most meetings were conducted with the assistance of consultants. Occasionally programs were conducted on a seminar basis by local staff members.

In-service meetings were supplemented by subscriptions to the Croft Teacher's Service and a professional library containing several hundred current books and publications.

EVALUATION

Faculty members are enthusiastic about the program and appreciate the fact that scheduled in-service meetings are held during the regular school day and not at the end of a full teaching day. School patrons feel that the loss of three hours of school time each month is more than offset by an improved quality of instruction.

GUIDANCE AND COUNSELING

* * * * *

Beaver Public Schools
Beaver, Oklahoma
Joe Higginbotham, Superintendent

Prepared by:
Robert Parr
Counselor

BEAVER COUNTY COOPERATIVE GUIDANCE PROGRAM

INTRODUCTION

In 1963, Beaver, Balko, Gate, Knowles and Turpin began the Beaver County Cooperative Guidance Program. The Knowles school no longer exists, but the others continue to participate in this program. This cooperation enables each of these schools to have the services of a professionally trained Guidance-Counselor. The County Superintendent serves as coordinator of the Cooperative Guidance Program and assists in correlating the schedules and allocating the expenses of the various schools.

Principles and procedures of guidance had been practiced in each of these schools before, but this particular approach has several advantages. First of all, it enables the schools to have the services of a certificated counselor. He has been especially trained for the services he renders. Second, the counselor in this program is not given any conflicting responsibilities or assignments. Students know him to be the counselor. He does not have responsibilities of discipline and students soon learn that he is not just another teacher. Third, the fact that the counselor serves other schools in the county seems to strengthen his professional image in the minds of the students. This relationship also helps in coordinating the guidance activities of the participating schools.

IMPLEMENTATION

The testing program is the heart of the guidance and counseling services. Achievement tests are given to students in grades three, five, seven, nine, and eleven. Some type of mental ability or intelligence test is given in grades four, eight, and ten. An interest test is given in grade nine and a personality test in grade eleven.

Students are invited to arrange with the counselor for an interpretation of test scores and a majority of them respond to this invitation. Special studies are made to identify underachievers and to identify problem areas to teachers.

This past year special emphasis has been given to the teaching of reading and standardized reading tests were given in September to aid in selecting students for remedial reading classes. These tests were repeated in April to give a measure of progress.

In Beaver, the counselor conducted group guidance sessions with the juniors and seniors. In these sessions emphasis was given to the services of the counselor. Following these sessions, several students came to the counselor with personal problems.

Much emphasis is given to vocational and college guidance and counseling. In the ninth grade the counselor works with the English teacher in a unit on vocations. An interest inventory is given and students select a vocation as a subject for a research theme. These themes are graded by the English teacher and placed in the cumulative folders.

In the fall of each year, a College Night program is held in Beaver with seniors from all county schools participating. Representatives from the various colleges are present and parents also attend. These sessions have proved to be helpful to parents and students.

In April, a Career Day program with representatives from various businesses and occupations is also attended by the county seniors. This past year 250 students attended their choice of three out of twelve different sessions ranging from cosmetology to education. These conferences familiarize the students with qualifications and requirements, advantages, disadvantages, and future prospects of various types of jobs.

A special project this year centered around the Beaver kindergarten. Thirty-two students were given individual mental ability tests during the year and a group readiness test was given in April. The counselor also spent some time observing these students in class and recreational activities. Some attention was given to students with apparent emotional problems and some who were under-achievers. Several consultations with parents helped to produce understanding and remedial measures. The kindergarten teacher has expressed appreciation for the help received through conferences with the counselor as well as the test results. At the close of the year parents were invited to have individual conferences with the teacher for interpretation of the tests and a report of the child's progress for the year. Twenty-five of the thirty-two parents responded.

FUTURE GOALS

Plans are being made now to reach more students through guidance and counseling during the school year, 1967-1968. Increased emphasis will be given to personal counseling sessions. Although the program has been well received success will not be claimed until every student is challenged to strive for his potential.

Weatherford Ind. School District—26	Prepared by:
519 North Broadway,	Terry McCarty, Elem. Principal
Weatherford, Oklahoma	Zane Bergen, Jr. High Principal
Marvin L. Easley, Superintendent	Mark Mouse, Sr. High Principal

CUMULATIVE RECORDS

INTRODUCTION

Colleges, trade schools, and industry call on the public schools for a variety of information on students which is not kept on the formal permanent records. Individual cumulative folders have become a common practice. What is to be included in such folders is the problem. Presented below is the system used by the Weatherford Public Schools.

IMPLEMENTATION

Cumulative records are begun in Weatherford Schools on students during their first year of school and include standardized tests, achievement, attendance records, and the teacher's comments on a personality record. In addition, a complete health and immunization record, signed by the family doctor and dentist, are kept. The availability of a cumulative record aids school officials in working with a student. These records follow the student through grade school, into junior high school and finally through his senior year in school.

Near the end of the first semester SRA Primary Mental Abilities tests are given to all first grade students. The SRA Achievement tests follow during the sixth month for grades one through three.

Four more mental maturity tests are given to students of the Weatherford Schools during the third, fifth, seventh and tenth grades.

Beginning with the fourth grade, and carrying through the sixth, the Iowa Silent Reading tests are given to determine reading abilities for grouping students into small groups for "Developmental Reading Programs." Students enrolling in our school for the first time are given the Iowa Silent Reading test to determine their reading level. Stanford Achievement tests are repeated in the sixth month for grades four, five, and six. In addition to the cumulative folder a complete progression record reflecting grade equivalent is kept on each student in the administration office.

At the close of the year, each elementary teacher makes a personal comment about the progress and behavior of each student. These short comments are extremely important for teachers and counselors in junior and senior high school. Many times, with the help of elementary teachers' comments, a guidance problem in secondary school can be easily traced back to a specific year.

Tests, awards, and achievement records are maintained from 7th grade through the 12th in each cumulative folder.

Junior high students are given four tests, the California Short-Form test of Mental Maturity and Iowa Tests of Basic Skills during the 7th and 8th grades, and the Lee Test of Algebraic Ability and Iowa Tests of Educational Development in the 9th grade.

Four tests are added to the students' records in the 10th grade. They are the Iowa Test of Educational Development, California Test of Personality, Kuder Preference Record, and California Short-Form Test of Mental Maturity. The results are kept by the school counselor in the students' folder. All achievement tests are interpreted for each student.

The Iowa Tests of Educational Development are given each spring in high school, ninth year through the twelfth. In addition students are given the College Entrance Examination Board test and American College Program tests in their senior year.

Throughout their school career in the Weatherford Public Schools, students undergo a thorough program of testing and evaluation. This program helps the school counselors and teachers in guidance and provides accurate records for reports in response to inquiries after the pupil has left school.

EVALUATION

The value of cumulative records has been well documented. To evaluate our particular system would call for comparisons with other systems and such information is not available to us.

Wetumka Independent School District—5
P. O. Box 8, Wetumka ,Oklahoma
Ernie Stout, Superintendent

Prepared by:
Mrs. Lorene Osborn
School Counselor

DEVELOPMENT OF AN EFFECTIVE GUIDANCE PROGRAM FOR THE ELEMENTARY SCHOOL

INTRODUCTION

A guidance program in the elementary grades is primarily concerned with a systematic and continuous study of the individual pupil. This study is necessary if the pupil is to be understood by those working with him. It is also essential that the pupil come to understand himself, and important that all data be recorded and interpreted so that other persons may be more effective in their relationship with the pupil, which will serve basically as a preventive program.

OPERATION OF THE PROGRAM

The guidance program now operating in Wetumka's elementary school supplements the educational program in its services to young people by helping them learn more about themselves. Information obtained from various kinds of tests encourage pupils to think and talk about themselves with respect to present resources and future prospects. Good basic or even gifted ability must be seen early and continuously encouraged if it is to be successfully cultivated.

A second important phase of the guidance program is the process of assisting the school in providing an organized and continuous plan of furnishing important information to the pupils. This is accomplished through group guidance, special assemblies and individual counseling. Citizenship training is an essential service in the elementary school guidance program.

Every effort has been made to include each teacher, administrator and other available educational specialists as active participants in the guidance program. Because of the involvement of these staff members in the early stages of the program, a foundation of understanding in the elementary guidance program has resulted, and the program is built on agreed-upon principles. Improvement can be expected where individualized attention is given to each child's basic capacity and ability. Results thus far have been encouraging.

EVALUATION

1. The teacher is most effective if he has available an elementary school counselor who is able to assist in the appraisal and counseling of certain individuals.
2. Elementary school guidance is a continuous educational program, preventive in nature, and seeking to reach every child.
3. In situations where specific information is available for each child's basic capacity, academic potential and interest patterns, more direct and immediate action can be taken to correct the weaknesses and encourage the abilities.
4. The biggest problem encountered is finding time available to carry on anything other than just a minimum of services to pupils, teachers, and the school.

Yukon Independent School District—27
1000 Yukon Avenue, Yukon, Oklahoma
Jack Beeson, Superintendent

Prepared by:
Gene Hartsell
Principal, Junior High

EXPLORATORY EXPERIENCES IN THE JUNIOR HIGH SCHOOL

INTRODUCTION

Exploration should be a vital part of education for those of the "in between" years. Students of junior high age need opportunity to acquire and develop new concepts. Experience should be provided to broaden horizons, enrich social activities and develop aesthetic values.

Most junior high schools provide for basic academic courses and may provide co-curricular activities. This school system feels, however, that the junior high should also provide units of instruction, required for all 8th graders, to implement exploratory experiences.

IMPLEMENTATION

A group of teachers were asked to develop a syllabus for a six weeks' course of exploratory study in a field of special interest. They were also asked to build these units so they were designed to lend themselves to one or more of the following goals:

1. To broaden horizons
2. To enrich social or academic activities
3. To develop aesthetic values

The following units were chosen to be taught:

1. A unit of orientation designed to familiarize students with their abilities, interests, achievements, school policies, and educational opportunities.
2. A unit in communications designed to improve ideas which are exchanged between people.
3. A unit in language structure designed to allow students to explore within the language arts.
4. A unit in home economics for both boys and girls designed to improve home living and social relations.
5. A unit in music appreciation which will familiarize students with elements of both vocal and instrumental music.
6. A unit in art appreciation which lends itself to teaching a student how art affects his everyday life, and dealing with art history and various media and styles used in art.

Other units currently being developed are:

1. Human relations
2. Reading enrichment
3. Introduction to foreign language
4. Occupational outlook

The school year is divided into four nine weeks' periods for all regular academic and co-curricular activities, except one period each day, which operates on a six weeks' rotation plan. All 8th grade students are enrolled in one of six exploratory units each six weeks. At the end of each six weeks all students in section "A" rotate to section "B" and so on, until each student has had an opportunity to enroll in six different courses of study during the year. This is in addition to all other required and elective courses taken by the student. As the enrollment of the school increases, and six sections will not be enough to handle all students, additional elective courses will be added so students can select six different units of study.

EVALUATION

1. Source material for various units has been no problem.

2. Teachers must utilize "team teaching" methods. Groups need to be combined to bring special resources and enrichment programs when available.
3. Some of the units need revision in certain areas to meet student interest.
4. The program is just as effective as the dedicated teacher who plans and teaches the various units.

Laverne Independent School District I-1	Prepared by:
Laverne, Oklahoma	Walter Huffman
Harry C. Shackelford, Superintendent	Guidance and Counseling

HELPING STUDENTS WITH CAREER PLANNING

INTRODUCTION

Believing that charting a plan for education beyond high school should begin while a student is still in high school and that planning should involve the combined efforts of the student, his parents, and school personnel, the guidance and counseling services at Laverne High School sponsors a "college night" for all junior and senior students attending Laverne High School.

During interviews with each student, inquiry is made concerning the preference of college, technical school, or branch of the armed services that the student holds.

Notification of the student's interest is then forwarded to the preferred institution, along with an invitaton to participate in Laverne's annual College Night, which is usually held during the latter part of the first semester.

OPERATION OF THE PROGRAM

The program begins with a short general assembly where the various college, technical school, and armed forces representatives are introduced. A mimeographed sheet listing the numbers of the rooms assigned to the representatives is distributed to each student.

Upon adjournment of the general assembly, the students, accompanied by their parents, go to the room allocated to the representative of the institution they had previously designated as their first choice. There the representative describes his school or service branch in as much detail as time permits, explaining (in the case of the colleges and technical schools) the requirements for entrance, financing and some possible aids for financing, living facilities, and campus life. The recruiters representing the armed forces explain the educational advantages of their particular branches of the service. After the representatives finish their addresses to the group, a question and answer period is held. Individual interviews follow.

On a signal from the program coordinator, each student and his parents go to the room assigned to another institution of interest to the student, where a similar but shorter program is held. This meeting is followed by a third similar meeting.

The final phase of the evening's program consists of refreshments and informal visiting in the school's student center.

EVALUATION

1. Attendance (approximately 300 students and parents) has been good at each of the two college nights held at Laverne, a six-year secondary school of nearly 350 students.
2. The two other high schools in Harper County have expressed interest in participating in this program, and plans are in progress to make the project county wide.
3. Twelve institutions of higher learning and two branches of the armed services cooperated in this year's college night program.
4. Parents and students alike seem to appreciate this convenient and rather informal means of making initial contact with college representatives and military recruiters before the termination of the student's high school career.

Frederick Junior High
P. O. Box 429, Frederick, Oklahoma 73542
Prather Brown, Superintendent
John B. DeYoung, Principal, Jr. High School

Prepared by:
Estelle Faulconer
Classroom Teacher

PERSONALITY DEVELOPMENT

INTRODUCTION

Believing that young boys and girls need to be guided in the development of the unique characteristics that make up their personalities we added this elective to our 9th grade curriculum.

OPERATION OF THE PROGRAM

The students chosen to enroll in this class are the ones, according to tests and teacher-counselor judgment, who seem to need it the most. For example, boys and girls who are too timid or emotionally insecure to speak up—students whose home environment or peer relationships have caused them to withdraw. Some of them are from migrant families or other culturally deprived groups.

The girls are encouraged to take home economics, a course in which some of the same training can be given, thus leaving more space for the boys.

The course is tailored to suit the group. There is no set routine, but an outline of the year's work is set up consisting of separate units such as: Personal hygiene, Self inventory, Personal grooming, Speech, Vocational guidance, etc.

There is no textbook, but many reference books, films and current publications are used.

Much class time is spent giving and observing demonstrations on subjects assigned—whereby an opportunity to practice or use the social skill that is under study is made available. For example, when we are studying "Teen-Age Etiquette" we attend a party. The home economics girls serve as hostesses, prepare and serve the refreshments in the home economics classroom, with the Personality Development Class responsible for the entertainment.

To add another dimension to the course the class is taken on various types of field trips where experts explain the "Behind the Scenes" work necessary for such a business to function. The group was taken to the Post Office, Bank, Telephone Company, County Court House, and Industrial Center during the year.

Outstanding authorities in certain fields, who are available in the community, have been invited to talk or demonstrate to the class.

EVALUATION

1. Each student is asked to make an inventory of his personality. With supervision, guidance and counseling, his strong and weak traits can be recognized. Once he admits having these weaknesses the case has been diagnosed and is ready for the treatment offered in a Personality Development Class.
2. As boys and girls choose their vocations, they begin to realize that they will be around people all of their lives and that it is important that they learn to get along with their fellow man.
3. The course is a full year's work and is valued as one high school unit.
4. The teacher must be resourceful, creative, enthusiastic, and dedicated.
5. Our biggest problem is that we can offer the course only one hour a day to only twenty ninth grade students. It should be offered to all junior high students who would make up many different types in separate groups. In this way an attempt could be made to teach respect, appreciation, and courtesy, along with character building, which we feel are greatly needed.
6. The actual practice of the social skills learned, the vocational guidance offered from the field trips and visits from outside personnel, the association with their peers under these learning situations are hard to evaluate, but it seems to be developing some, heretofore, neglected potentiality.

INSTRUCTION,
HEALTH AND
PHYSICAL EDUCATION

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Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Donna Inman
Girls' Physical Education

A VARIED PHYSICAL EDUCATION PROGRAM FOR GIRLS

INTRODUCTION

Believing that a variety of activities should be offered in a physical education program for girls, the Laverne Public Schools employed in 1966 a full-time instructor and allocated funds for the purpose of expanding and altering the existing program in order to meet the needs and interests of all high school girls enrolled in physical education courses.

IMPLEMENTATION

Our balanced program includes the following units in a full year's work.

Archery	Four weeks
Fitness Tests	One week
Gymnastics	Ten weeks
Jazz Ballet	Three weeks
Badminton/Trampoline	Four weeks
Volleyball/Trampoline	Four weeks
Corrective Exercises	Two weeks
Basketball	Three weeks
Fitness Tests	One week
Softball/Tennis	Three weeks

The gymnastics unit, which is the core of the proposed program, includes instruction and practice in tumbling, working with the uneven parallel bars, using the balance beam, and free exrecise. The ten-week period allows those girls with the desire and the ability to develop their gymnastic prowess. The girls are encouraged to organize a team, practice after school hours, and perform at school-sponsored affairs where such demonstrations would be deemed appropriate.

The girl who participates in gymnastics is afforded the following benefits:

1. Her entire body receives positive developmental exercise.
2. Her sense of balance is sharpened.

3. Her sense of rhythm is greatly enhanced.
4. Her creative powers are exercised through the planning of original, thematic routines.
5. Her achievements qualify her to help others learn gymnastic skills, thus helping her establish closer friendships.
6. Her pride in accomplishment establishes a sense of self respect and furthers an interest in aiming at higher goals.

EVALUATION

No real evaluation of the program can be made at this time. However, those girls who are experiencing the gymnastics-centered physical education program offered at Laverne High School seem to enjoy the opportunity for pleasurable, creative, and physically worthwhile activities offered them through the school's varied physical education program.

Tulsa Independent School—1
3027 South New Haven, Tulsa, Oklahoma
Charles C. Mason, Superintendent

Prepared by:
Walter E. Barham,
Director of Secondary
Boy's Physical Education

DEMONSTRATION HEALTH PROJECT

INTRODUCTION

The necessity for the school to become concerned with the physical well-being of individual pupils is readily apparent when the relationship between the physical health of a student and his ability to function intellectually is realized.

In initiating this project, it was felt that if the school was to do an adequate job of health education its concern for the health of individual pupils must include not only classroom instruction related to practices which contribute to good health; but should also be demonstrated in school activities which involve parents. A statement presented to the White House Conference on Children and Youth by Dean W. Roberts points up the school's responsibility in this area. "School health education cannot stop at the doors of the school. It must include efforts to harmonize the health education influence of the home, school, and community."

IMPLEMENTATION

With this thinking in mind, a group of interested educators, working within the framework of the Community Service School Project at Roosevelt Junior High, undertook to plan, operate, and study a school sponsored physical fitness and breakfast program for a selected group of junior high boys. It was believed that a program designed to improve the physical fitness of these boys would have a positive effect, not only in terms of their physical well-being, but also on their academic achievement, attendance, and general attitude toward school. In addition it was felt this project could be utilized as an instrument for demonstrating to students, teachers, and parents the importance of good physical health to effective school performance.

A committee was formed which accepted the responsibility for planning, initiation, operation and subsequent evaluation of what came to be known as Demonstration Health Project. The committee consisted of thirteen (13) members.

A study of literature relating to nutrition and group processes substantiated the original thinking of the committee that a group physical fitness program coupled with breakfast might be most effective in demonstrating the importance of good physical health to school performance. Around these findings, the committee formulated a hypothesis and developed a design for the project. It was first assumed that as boys were given group instruction and guidance in better health habits, participated in a specially designed physical fitness and breakfast program, the individual student would become aware of and practice these better health habits. Second, as these habits were learned the group would not only show better physical health demonstrated by an increase in weight, but also, higher academic achievement, better attendance, and an improved attitude in school.

Prospective participants for the project were identified from two sources:

1. A list of names submitted by the school nurse derived from the school health clinic and her health records.
2. A list of names submitted by teachers who felt these students could benefit from the project.

Deletions and additions to a compiled list from these two sources were made by a committee composed of the school counselors, the Community Service School counselor, the school nurse and the two boy's physical education teachers. These students were then contacted by their class counselors or the Community Service School counselor who explained the project, with final selections dependent upon the student's willingness to participate. A letter was then sent to parents explaining the project and requesting their attendance at a meeting with representatives of the health committee for the purpose of further explaining the project's objectives.

The Director of Boys' Physical Education working with the school physical education teachers designed and carried out the physical fitness program with the school cafeteria manager planning and preparing the breakfast. It had been agreed that the group of selected boys would report to the gymnasium at 7:45 a.m. daily. At this time they would suit up and participate in a planned program of physical fitness. Primary emphasis of the physical fitness program centered around body building exercises with one day each week set aside for games. A squad system was used to carry on both exercises and games with competition between squads as an integral part of all activities. Included in this program were daily talks by the physical education instructor relating to the importance of sleep, grooming, diet and daily exercise to good health. Upon completing this twenty minute program the boys showered and reported to the school cafeteria for breakfast. The breakfast menu, which was considered to be adequate and nutritious, included eggs, hot cereals, hot breads, jelly and honey, with milk and orange juice served daily. Donation of food from private businesses enabled operation of the breakfast program with little expense to the public school.

EVALUATION

Weights were taken before the project began and the last day of its operation by the school nurse. Grades and attendance were recorded by the guidance staff for the 9 weeks preceding the project and for the 9 weeks in which the project was in operation. An attitude profile was filled out by each teacher the participant met daily. This was done at the beginning of the project and an identical profile was completed at the end of the project. Individual conferences were held with the boys in the last two weeks before the project ended. In these conferences the Community Service School counselor attempted to evaluate the general attitude of each boy toward the project.

After the evaluation was completed, the results were made known to students, parents and teachers through a letter from the school principal. It was felt that seeing the results provided these individuals positive proof of the relationship between better physical well-being and ability to participate and perform in academic situations.

The following is a summary of an evaluation of 27 students who completed the project:

Individual accounting for personnel in the project:

	Number of Original Referrals	Number Entering	Number Finishing
Clinic	23	23	14
Teachers	11	10	8
Nurse	4	2	2
Clinic and Teacher	2	2	1
Nurse and Teacher	3	2	2
	43	39	27

Those who dropped out:

Lack of interest	7
Moved from school	3
Transportation problems	2
	12

Results of an evaluation of personnel in the project:

INDIVIDUAL GRADE POINT AVERAGE	Number of Students	Mean
Increase in GPA	13	.34
Decrease in GPA	7	.27
No change in GPA	7	0.00
	27	
INDIVIDUAL ATTITUDE CHANGE		
Positive Change	18	18.0
Negative Change	9	11.0
No change at all	0	0.0
	27	
INDIVIDUAL ATTENDANCE IN SCHOOL		
Increase in Attendance	14	2.92
Decrease in Attendance	8	1.87
No change at all	5	0.00
	27	
INDIVIDUAL WEIGHT CHANGE		
Increase, in weight gained	22	4.25 lbs.
Decrease, in weight lost	3	2.25 lbs.
No change at all	2	0.00
	27	

Burns Flat Public Schools
Burns Flat, Oklahoma
C. C. Holcomb, Superintendent

Prepared by:
Carl Thionnet
Andrew Young

PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS

INTRODUCTION

It is our aim to provide activities that invigorate, educate, and develop the student and help him to grow physically, mentally, socially, and emotionally. We believe that a good physical education program bears in mind these basic objectives:

1. To develop and maintain muscular fitness.
2. To build coordination and timing.
3. To provide an outlet for creativity and emotional adjustment through activity.
4. To develop the thought process by allowing the participants in activities to "think on their feet" and organize these thoughts quickly.
5. To equip the student with ideas for play, thus enriching their leisure time experiences.

IMPLEMENTATION

These goals, we feel, can be attained through our program. The activities used in this program require skills or attitudes that fit at least one, but usually several of these catagorized goals.

Even though worthwhile goals are set, and work toward these goals begins, success in not certain. Especially with younger children the teacher must be careful not to drown the interest of the student by failing to use variety. If the children like to do something, they work harder at it and achieve better results. Variety is therefore a key word in our program.

Often the school does not provide instruction in safety, personal hygiene, and body care. If it does not, we feel that the physical educator should assume the responsibility of providing for the students' fundamental knowledge in these areas. Presently, a small percent of our time with each class is spent with this phase of physical education.

The tests that we use are those suggested by the President's Council on Physical Fitness. Each student's progress is noted and charted at least once a semester. An individual fitness record is kept for each student, and duplicate copies can be sent home to parents.

We do not confuse the terms "physical education" and "athletics." Physical education should be designed to help the masses rather than a few. We think that this type of program offers something for everyone who comes into it.

We realize the limited amount of time given to each class during the week. Thus, we have placed the emphasis of our program on physical fitness and social well being. In each class we strive to give the student at least fifteen minutes of vigorous exercise. They enjoy a regular routine of exercises with only a small amount of variation. The exercises used in our program are directed toward strengthening and stretching the muscles of each child. We try to help the individual student realize the importance daily exercise extends to the physical development of his body. A good deal of the time the students play games of low organization which supply needed movements for vigorous exercise. This also allows for competition and learning to play together in an orderly manner. Playing together creates quite a problem for some children.

EVALUATION

At the present time physical fitness tests are being taken by the students and amazingly enough about 95% are passing. We feel this is due to the emphasis placed upon developing the individual. We hope he will develop in such a way to reach physical maturity to the fullest extent possible.

Duncan Public Schools
Duncan, Oklahoma
Mr. Robert T. Atterbury,
Superintendent

Prepared by:
Jess Welch, Coordinator
Physical Fitness in
Elementary Schools

PHYSICAL FITNESS — GRADES 1-6

INTRODUCTION

Starting a physical fitness program in the eight elementary schools without the aid of physical education teachers was quite an experience. For several years our schools have had a health program, safety program, and some supervised play, but a complete physical fitness program was something different.

The administration allocated thirty minutes each day for physical fitness activities. The time, size of groups, and location was left up to the individual schools, Luckily, the schools did not all pick the same time for their physical fitness class. In fact there is a physical fitness class in session at one of the schools any hour of the school day.

IMPLEMENTATION

The teachers and pupils had to be sold. The classroom teachers were to administer the program and some of the teachers didn't like the idea or were just plain scared. The pupils lost some of their free play period or recess time and they resented it. However, when the teachers were furnished easy-to-use tools and given a little help, they accepted the chore readily. Some were quite enthusiastic. The children as a whole liked to take fitness tests and soon were working to better their scores. After three years it has now become a routine class.

Some of the tools used are: exercise records, jumping ropes, climbing ropes, tumbling mats, obstacle courses, jumping pits, chinning bars, and stations for circuit training. Many of these tools are "home made." One of the better tools is a 600-yard course laid out on the school grounds. Some of the teachers require its use several times a week.

Tests are given on six of the items suggested by the President's Council on Youth Fitness. At first the norms given by the council were used but as the pupils became accustomed to the tests, the norms were revised. A ribbon was awarded to each child attaining excellence in any of the six events. If excellence were attained in all six events they were given a gold ribbon. Use of ribbons has proven to be a very good motivator.

EVALUATION

Evidence of the value of the program has been in the difference in pupils entering junior high school. The physical education teachers said they were better coordinated, had more endurance, and were eager for action. They had learned to follow directions taking exercises as well as playing games. I hope they have learned the value of physical activity and continue to stay active.

INSTRUCTION, LANGUAGE ARTS

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Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Mary L. Ray
Sixth Grade Teacher

A BEGINNING RESEARCH PAPER FOR 6TH GRADE

INTRODUCTION

During the last nine weeks of school and after the students have received instruction in the practices necessary to carrying out the project, sixth graders prepare a research paper on subjects of their choice. This assignment gives them the experience of combining language arts skills and art talent, since both abilities are needed for the completion of the project.

OPERATION OF THE PROGRAM

The research project provides experience in practicing the following skills:

A. Making an outline on a chosen subject.
B. Using knowledge already learned in how to use reference books and how to gather information and materials on a topic.
C. Correlating other learning experiences, such as the following:
  1. Punctuating of an outline
  2. Punctuating sentences properly
  3. Making paragraphs
  4. Arranging a table of contents
  5. Compiling a bibliography
  6. Revising
  7. Using art in illustrating the different sections of the paper
  8. Designing an appropriate and attractive cover

EVALUATION

This project gives sixth grade students rudimentary training in gathering materials and compiling a research paper. The acquisition of these skills provides a foundation for more advanced research techniques which are stressed in junior and senior high school language arts programs.

Vinita Independent School District 65
P. O. Box 72, Vinita, Oklahoma
Vernon L. Barnes, Superintendent

Prepared by:
Louise Tyler
Head of English Department

AN EFFECTIVE PROGRAM OF COLLEGE-PREP COMPOSITION

INTRODUCTION

Every facet of the culture we enjoy today has been developed through some medium of communication. We recognize this as being vitally significant, yet a major area of communication is sadly neglected in the average school curriculum. Composition, as such, has long been the stepchild in the language arts program. We have all heard the loud cry from business and industry that their employees can neither write nor spell. We are painfully aware of the college student, designated as "illiterate" by his professor, who can scarcely struggle through the college freshman composition course. This is the result of several unfavorable situations in our public schools, not the least of which is the teacher who is overburdened with too many pupils or the one who may be inadequately prepared in this field.

IMPLEMENTATION

Vinita High School has attempted to meet pupil needs and improve some of these inadequacies by adding to the high school curriculum a course in English composition, primarily for college-bound seniors. Since it is a well-known fact that the remedial English class on the college level is becoming non-existent, we who are attempting to prepare students for college entrance must accept the responsibility for providing them with the necessary knowledge and skills to prevent their failure. Two sections are scheduled for this class which is taught on the college-prep level. The major goals are to become more proficient in the basic skills of written expression, to learn how to analyze and evaluate the writing of others, and to communicate with maximum effectiveness. In order to accomplish these goals, the inductive method of teaching is used. The main area of concern is expository writing in which diction, semantics and the forms of discourse are studied, with strong emphasis on critical thinking. The basic texts are a handbook of communicative skills and terminology and a manual which presents a standard form of documentation. The students buy these because they are quite usable in the college freshman class. Other source materials made available to the class include A Book of Models for Writing, A College Placement English Workbook, and A Guide to Writing a Critical Review. Audio-visual aids such as records, tapes, film strips, and the overhead projector are used frequently.

Effective motivation is achieved through student evaluation of other students' work and through publication of written selections by the school and local newspapers. Also selections have been included in the High School Anthology sponsored by the Oklahoma Council of Teachers of English. Competition is on an individual, rather than a group, basis.

EVALUATION

The effectiveness of this course can be measured only in terms of the students who complete it and advance to other levels where the principles and skills learned can be applied. Although the curriculum carries this course as an elective, almost all college-bound seniors enroll in it. And almost without exception they come back from their freshman year in college to report that the high school composition class was one of the most beneficial to them as they began their college careers. Two members of this year's class recently placed second and third in English in the state scholastic competition on the O.S.U. campus. Many of our former students, now in college and also in the business field, are making progress which attests to the fact that their high school background in composition was adequate.

Pauls Valley Public Schools
Box 578, Pauls Valley, Oklahoma
R. E. Carleton, Superintendent

Prepared by:
R. E. Carleton

COMMUNICATION SKILLS

INTRODUCTION

School people have known for a long time that the ability to write and speak clearly and concisely is a must for the good high school student. Year after year the high school teachers blame the junior high teachers who in turn blame the grade school teachers because their students do no write and speak well.

Four years ago a faculty committee of the Pauls Valley Junior High School proposed an experiment in oral and written communications. The basis of the idea was to use a full hour every school day with nothing but oral and written exercises. Such a course was put into the seventh grade curriculum and given the title **Communication Skills.** A syllabus was prepared with suggested topics for writing and speaking. The whole emphasis was to give as many writing and speaking experiences to every student as the total class time allowed. No writing is done outside of class. Homework assignments consist of thinking about topics and jotting down notes to be used in class in preparing the speech or writing the theme.

IMPLEMENTATION

The seventh grade schedule had to be studied since six courses were already offered and the new course had to be substituted for one of them. The decision was made to leave science out of the seventh grade curriculum. Math, social studies, basic literature, grammar (including spelling), communication skills and either band or P. E. became the course load of our seventh grade students. Such a schedule meant that one-half of the seventh grade students' school day is used for the language arts. It was the feeling of the committee that we should put the time where our greatest deficiency lay.

EVALUATION

After four years we feel able to make some judgments concerning the success of the program. Since we are evaluating closely only one group of 160 students who are now in their sophomore year, and since many other factors have certainly had some influence we would not claim that the communication skills course is responsible for all of the outcomes listed below but we feel that we can be fairly certain that the course played a major role.

1. Considerably better scores in all achievement tests such as ITED.
2. Sophomore English classes can get more and better composition work with much less class time used. A broader reading program uses the extra time.
3. Much better work is being done in science than was done by those earlier students who had a year of science in the seventh grade.
4. The total academic level has risen in all fields when compared to other groups and to past performance of this group.
5. An ability to give and to interpret directions appears to develop strongly because of the course.

The success of such a venture depends on an instructor who believes in what she is doing, who knows good speaking and writing habits and who wants to help pupils without worrying too much about definite grading standards and exact scores.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Barbara Bockelman
English Instructor

COMPOSITION FOR THE COLLEGE-BOUND STUDENT

INTRODUCTION

College English teachers often criticize the level and quality of writing and thinking of freshman composition students. Therefore, the aim of the Laverne English department is to train sophomores, junior, and seniors through a college-geared program of suitable preparation and assignments.

OPERATION OF THE PROGRAM

The first step in the program was to determine exactly what is being expected of college freshmen at the different colleges and universities throughout the state. Replies to queries addressed both to college departments of English and to Laverne graduates indicated that a student is expected to be able to write a composition centered upon one thought; to write without sentence fragments unless indicated for stylistic reasons; to write without comma faults; to avoid a change in point of view except when giving instructions or explanations; to plan material logically; to spell accurately; to understand the difference between formal and informal writing; to present enough supporting details; and to recognize the difference between facts and opinions.

The second step provided for ability and interest grouping on the high school level with the placement of non-college-bound students in vocational English classes and college-bound students in college preparatory classes. Placement recommendations came from the counselor's office and English teachers familiar with students' abilities and interests. The final choice for class placements rests with the student, however. Students from vocational classes may transfer to the regular English class if the vocational teacher feels that the student has made adequate improvement and that his ultimate goal may be an attempt at college work.

The third step involved the organization of a composition program beginning at the sophomore level which emphasizes outlining procedures and the various methods of paragraph development. Although a basic textbook is used, extensive resource material is utilized for the enrichment of both students and teacher. The junior year continues the principles of outlining and the expansion of the paragraph into a full length composition. The importance of a working outline is especially stressed at this level.

At least seven objectives are achieved during the last two years of high school English: (1) writing almost all compositions in class under time pressure, as is frequently done in college; (2) introducing and using transitions and connectives; (3) reinforcing the students' knowledge of grammar rules and spelling skills through actual composition (4) developing an awareness of style; (5) developing the habit of revising by requiring a rough draft in addition to the final copy of every composition; (6) understanding of subjective and objective writing; and (7) introducing and gradually refining of research techniques. (Library skills are introduced at the junior high level. Therefore, the research units taught in the junior and senior years are the result of the cumulative application of skills learned previously.)

Composition in the senior year further stresses the writing skills introduced in the junior year. Sentence fragments and comma faults are penalized with an automatic D at the beginning of the year and with an F during the last nine weeks, as is the use of "you" other than as a means of giving directions. Again, all compositions are written in class.

The climax of the program is a full-length college freshman level research paper. The objectives of this paper are several: (1) a complete review of library materials; (2) the use of research techniques; (3) practice in precise writing; (4) an acquaintance with formal, objective writing style; (5) the ability to carry on independent study in a library situation; (6) an introduction to informational sources outside the library; and (7) orientation toward the "feel" of a college-level assignment.

EVALUATION

1. Motivational material is one of the greatest problems. The teacher must be constantly looking for new ideas.
2. The program has involved close coordination between the English and the commerce departments so that students will not be confused by variant rules.
3. The grouping method has advantages, for the teacher can work with more difficult materials and have stricter format requirements.
4. Close cooperation among teachers and departments is required in order that the program be carried out smoothly.
5. The greatest handicap is the amount of grading to be done, especially when several sections are writing at the same time.
6. Recent Laverne graduates are finding college composition less difficult. They credit the skills learned in high school for their facility in college writing.

Ada High School
Ada, Oklahoma
Rex O. Morrison, Superintendent

Prepared by:
Mrs. Margaret G. Nims
English Instructor

CONTEMPORARY COMPOSITION AT ADA HIGH SCHOOL

INTRODUCTION

The many conflicting opinions in the professional English journals concerning the purposes and values of composition and methods of teaching it may leave the English teacher unsettled if not confused. This confusion forces the teacher to examine her own methods and to investigate new innovations as they appear. One of the newest ideas in composition instruction, a Science Research Associates unit called CONTEMPORARY COMPOSITION, can be an invaluable help to the English teacher.

IMPLEMENTATION

This unit, devised for the overhead projector, was compiled by University of Pittsburgh professor, Dr. Edwin L. Peterson. It consists of a series of 510 transparencies, divided into twenty-four lesson books.

In addition, the course includes a student manual which reinforces the overhead projector lesson by offering exercises and additional writing assignments to test student comprehension and writing ability. The manual also contains professional and amateur writing samples for the student to analyze and imitate. The manual is effective if used separately, but is increasingly valuable when used in connection with the projector transparencies.

The transparencies themselves are colorful, figuratively and literally. Dr. Peterson's examples and explanations represent a freshness and verve that students recognize and appreciate. He quotes such sources as Milton, Conrad, Shakespeare, Poe, Wilder, Miller, and Thoreau. But he does not rely on experts only. Many illustrations come from the pens of his own students, who write such things as the corner store, the ancient history classroom, and the college campus. The subjects are geared to a young person's interests. These compositions are printed on the transparencies in vivid colors of orange, green, yellow, blue, shocking pink, navy, and purple. They glow from the white screen with an intensity that seems to attract even the most apathetic young writer. The transparencies are pretty to see and intriguing to read.

Their appeal is not only to the student. The teacher will find the unit useful in introducing new areas of composition. For example, lesson 1, introduction of composition, outlines the course and offers valid reasons for learing to write effectively. Appeals for improved writing come from such sources as **Atlantic Monthly, Fortune,** and **General Electric Corporation.** Somehow, seeing these sources quoted has a greater effect than just hearing about them. Of course, the teacher can emphasize certain aspects of these transparency lessons by reading the words aloud as the student follows them on the screen.

Another advantage the teacher may find in the course is the flexibility of the lessons. They may be used in any order with no loss of continuity. They may be repeated for emphasis. They may be reviewed by students individually.

EVALUATION

With the help of Government Title I financing, Ada High School was able to purchase CONTEMPORARY COMPOSITION this year. Of course, the real value of the unit to the students is impossible to measure accurately, but the young writers at Ada High School endorse the method enthusiastically! Their writing reflects their enthusiasm. They testify that the course makes writing seem possible, and they write confidently. In September the students struggled to compose one five-sentence paragraph. They protested that they could never learn to write. But they have learned. Now they write lilting short stories, 400-word essays, and comprehensive critiques that would be a credit to writers of more experience and maturity. Not only have they learned to write, but they have learned to write effectively. I think CONTEMPORARY COMPOSITION deserves much of the credit.

Fairview Independent School District—84
P. O. Box 307, Fairview, Oklahoma
A. A. Aaron, Superintendent

Prepared by:
E. Holmes
Teacher

CREATIVE LETTER WRITING

INTRODUCTION

One special concern of a language arts teacher is to arouse students interest in good children's literature. Library reading has been given a special impetus in our 4th grade class this year.

IMPLEMENTATION

The students have written letters to their favorite authors, illustrators and poets. In return, they have received many interesting and informative replies.

The authors have been very generous, much to the surprise and delight of the students. Eve Merriam sent along a short poem and an amusing illustration with her personal reply. This created a demand for **There is No Rhyme for Silver,** one of her books of poems.

Henry Reed Inc., has been a popular book since one of the boys received an interesting letter from Keith Robertson telling that his own teenage son was the inspiration for his Henry Reed books. The city library furnished us with **Henry Reed's Journal** and **Henry Reed's Babysitting Service.**

Gertrude C. Warner, author of the **Box Car Children** books sent several book jackets, book lists and autographed pictures.

The publishing companies obligingly forwarded the letters to the authors' home addresses. In several cases, in which the authors are no longer living, the publishers sent information on the authors' lives and their books.

Several of the slower readers were inspired to write letters. One of the reluctant readers was pleased to receive a personal letter from Robert McCloskey after she read his **Blueberries for Sal.**

The letters were displayed on our bulletin board. Some were shared with other classes in our building.

EVALUATION

What were the results of our experiment? The students became familiar with children's authors—they became real friends, not merely a name in the front of a book. They wrote their creative letters with a purpose and desire—how much more fun than a dull assignment in the language text! Last of all, the most important result—they were motivated to read more children's books.

Bray Independent School District 42
Bray, Oklahoma
Orgie Allen, Superintendent

Prepared by:
Laury Gray, Mabel Campbell
Dortha Green, Bessie Poteet
Lorene Gilpatrick, John Penisten

CREATIVE POETRY—GRADES 1-6

INTRODUCTION

Language is an expression of feeling as well as of logic or fact. We are endeavoring to provide a balance between the aesthetic and the utilitarian. We hope to develop appreciation of poetry and poetic language, and to stimulate creativity.

Poetry is used to provide first-hand opportunities, in which pupils can experience smells, tastes, colors, shapes, and then talk about them, share ideas and discuss descriptive words and phrases so they can appreciate that language actually communicates feeling.

OPERATION OF THE PROGRAM

Poetry may effectively be used as a unit of study involving penmanship, spelling, punctuation, map skills, choral reading, use of the dictionary and encyclopedia, creative writing, and singing.

Background must be provided to develop readiness to stimulate interest, develop for understanding, and to create a motive for listening.

Once an appreciation of poetry is acquired by the students, they continue the program readily. Word recognition becomes easy. The humor and action, and the widening activities which characterize poetry assure the pupils increasing enjoyment and understanding.

At different levels poetry can be used to develop such fundamental concepts as home, family, community, democracy and co-operation. Units may be included to expand ideas of freedom and country. Fundamental reading skills can be systematically introduced, practiced, and maintained. Vocabulary building should stress meaning, while developing recognition. In the early stages of reading, the major task of learners is to appreciate the visual symbols of words and attach a single meaning to each. Poetry helps to cement various symbols into a meaningful whole. The early emphasis upon children's speech that is clear, comfortable, readily intelligible, and acceptable to those who listen can be helped by the use of poetry.

A main objective of our program is to relate the reading of poetry to the pupils' everyday experiences and to develop appreciation of its personal values.

EVALUATION

1. Our poetry study program has helped to develop appreciation of the beauty of language.
2. It helps develop the ability to understand the influence of language on behavior.
3. It gives a better understanding of grammar and usage.
4. It helps the student to think creatively.

Fort Cobb Public Schools
Fort Cobb, Oklahoma
W. M. Whitley, Superintendent

Prepared by:
Patti Copeland,
5th Grade Teacher

CREATIVE WRITING FOR GRADES 5 AND 6

INTRODUCTION

In the space-conquest, scientific-invention and education-inspired age in which we live, I am pleased that our schools have stepped up programs of science and math to prepare our children for this society. At the same time, I think the need is equally important for the aesthetic development of the child. Creative expression is essential to balance the factual training. Too often we drill, practice and drill some more without providing a vent for the deep, innermost thinking of the individual.

Last year, my fifth-grade English class had an adventure with poetry. The children first discussed beauty that we were conscious of in nature and in our lives and then wrote in free verse expression (rhyming verse tends to shackle the trend of thought for children) about that which was of beauty to them. We published the poems in booklet form so each child could enjoy not only his own work but also the communications of his friends. These published, personal expressions pleased the children and also their parents. This year, the fifth-grade looked forward to "painting pictures" with words and we would like to share some poems from this publication.

A ROBIN

A sight of beauty to me
Is a bird on a branch of a tree
Chirping a song in the early morn.
What a beautiful sight to see.

His feathers are a very bright red
From his head to the tip of his tail.
What a colorful sight to see,
When a robin sings in a branch
Of a tree.

Billy Bellamy

BEAUTY IS

Beauty is a baby bird with its mouth
Open wide;
As it wants something to eat,
Because it's hungry inside.

Rhonda Layton

BEAUTY

Beauty is the swan,
As it slowly parts the lilies.
Beauty is the doe,
At it prances through the snow.
Beauty is the squirrel,
Scampering through the trees.
Beauty is the face of my mother,
So kind and loving,

BEAUTY

Beauty is science
And all about
Space.
The beautiful
Planets
With rings around
Their face.
This is a very

Beauty is the bird,
As it flies through the sky.
Kevin Whitley

BEAUTY

I love the flowers
After a rain,
And birds singing in their nests,
Or a real nice afternoon nap.
This is beauty to me.

To hear a story or a song,
To read a friendly letter,
To see children
Playing gaily or
Flowers blooming.
This is beauty to me.
Kim Meek

Beautiful place—
Space
Gary McConald

BEAUTY

Beauty is everywhere
In the meadows, lakes, and woods.
The pig and her piglets—
The dog and her puppies—
Yes, beauty is everywhere.

The fresh fallen snow,
The dew on the fresh mown hay,
And the most beautiful
Of all is the sunrise.
Kim Sokolosky

BEAUTY TO ME

Beauty to me is—
My continent
Big and true,
My country
Strong and willing,
My state
Young and beautiful,
My town
Small and friendly.

Beauty to me is—
Our forests
Tall and majestic,
Our streams
Small and clean,
Our lakes
Large and nice,
Our rivers
Long and wide.

All of this is beauty to me.
Kay Clift

The sixth grade English class was anxious to write again this year and we ventured into some limericks and cinquains. Limericks were more difficult as the student had to be conscious of beat, rhyme and humor. The cinquain is simpler, and, I think more expressive. This form of poetry contains 5 lines. The first line is one word, which is the title. The second line contains two words that are usually adjectives describing the title. The third line has three words that are action words about the title. The fourth line of four words tells how the writer feels about the title and the fifth line is one word which is a synonym of the title. (The preparation for this creative writing is an excellent way to review and reteach adjectives, verbs, and synonyms.)

A patrol from our scout troop
Went on a hike and cooked nail soup
They ate in a tent,

A bear got their scent,
And they all ran away with a whoop.
Richard Finney

There was a woman from the Sun
Who decided to have some fun.
She jumped and hopped
And landed with a flop,
For on earth, she weighed a ton.
Larry Joe Redbone

An ugly old witch on a broom
Loved to fly thru the air with a zoom.
But she hit the sky
When she went too high,
And now she lies in her tomb.
Cynthia Ridge

A large grey elephant named Dean,
With a brain the size of a bean,
Had eleven toes,
A great big nose
And if he saw a mouse, he'd scream.
Lavinia Edge

A man from the planet Mars
Drove his car right thru the stars.
This made craters
Where he grew taters
Which he picked and pickled in jars.
Wayne Eads

Science
Unlimited conquests
Seek, search, find,
A never ending quest
Knowledge
Tony Gilliland

Christmas
Happiness, joy
Buying, wrapping, wishing
Watching the snow fall
Winter
Susie Ratliff

Bells
Gay, joyous
Loud holiday announcers

Bulls
Mean, stubborn
Mating, lying, eating
A very proud animal
Man
Richard Finney

Snow
Flaky, white
Snow balls flying
Children playing, carolers singing
Wintertime
Penny Hamilton

Colors
Many, different
Jumping and fighting

High pitched and low Chimes	Dancing, pretty, loud, soft Rainbow
Cynthia Holdge	Faretta Odum

Even though I teach fifth and sixth grade English classes, I am not an English major or minor (no doubt, you have detected this!). My major interest is in the visual arts—painting, graphics, ceramics, and sculpture, but I do appreciate the forms of individual sensitivity whether it be music, literature or the visual arts. I am hopeful that in our venture, the children are more appreciative of the expressions of others. And may you be inspired to take a side-trip with your children to the field of creative writing.

Tulsa Public Schools
East Central High School
Tulsa, Oklahoma
Dr. Charles C. Mason, Superintendent

Prepared by:
James W. Payne
Principal

EAST CENTRAL HIGH SCHOOL INNOVATION IN ENGLISH AND SOCIAL STUDIES

INTRODUCTION

At Tulsa's East Central High School this year, educators have approached the teaching of English and social studies with broader concepts enjoying new techniques. This program is based on a problem-centered philosophy: the role of the teacher in the classroom is to get over ideas rather than knowledge; to cultivate the aspiration to develop; to help pupils become aware of their possibilities; and to teach them to do their own discovering by thinking, searching, and studying. In short, the skillful teacher directs his students to the storehouse of knowledge and equips them with the necessary skills for unlocking the doors.

IMPLEMENTATION

The English and history program is organized on a non-graded, or appropriate-placement basis. All students have studied world literature this year, correlated with world history. Next year emphasis will be placed upon American literature in correlation with American history, while those students who have completed their required social studies course will study English literature. Emphasis is placed on achievement level rather than the traditional 10th, 11th, and 12th grade level classification. Pupils are grouped on five levels according to ability indicated by their past records. Correspondingly, many sophomores, juniors, and seniors may find themselves all in the same classroom working together at challenging their abilities.

A recent student survey conducted through the English classes indicated an overwhelming enthusiasm on the part of sophomores and juniors at being placed with seniors. Underclassmen felt that they gained wider social experience and higher maturation level in the process of planning and working with older students.

Phase 1 is a grouping of low achievers because of inability to read. These pupils are given individual help in corrective reading in small groups, no more than 10 to 12 individuals per class. The instructor makes use of a controlled reading machine which may be set to run as slowly as 70 words per minute and progress with the reading improvement of the students—105, 140, 175, 210 words per minute. The machine will move as rapidly as 600 words per minute, although Phase 1 students are never expected to attain this speed. Accompanying film uses large letters, simple vocabulary, and elementary reading material.

Programmed S.R.A. lab materials are used whereby a student may read stories of his own selection at his own reading level, take comprehension quizzes, check his own responses, and record his own progress. He knows when to move to the next level by evaluating his own improvement after a conference with his teacher. Self-evaluation is a strong motivational factor which keeps the student wanting to achieve, for he is "competing" only with himself. He never feels pressure from a classroom environment and never fails at the task within his own ability. Students also review the basic structure of the English language pattern, parallelisms which he may not have grasped in the lower grades because of academic immaturity or lack of insight. Vowels, consonants, syllables, prefixes, and suffixes—all of these are reviewed as steps to spelling mastery, reading mastery, and eventual formation of the simple sentence.

Students who graduate from corrective reading are then placed in Phase 2 where emphasis is placed on basic skills. Students move from reading materials of their own choice to directed reading which synchronizes with the school curriculum. Selections come from authors who write primarily for teen-age interests and who utilize medium/average vocabularies—Jack London, Betty Cavanna, Victoria Hold, Louisa Alcott. Students study the basic parts of speech and simple modifiers. The objective is for P2 students to master the complete sentence and simple punctuation. While **Hamlet** was offered in the world literature area to all phases, P2 students simply listened to the instructor tell the Prince's story, listened to records, and viewed the film. Emphasis is placed on oral instruction whenever possible.

Phase 3 consists of average students grouped together where they can progress at their own rate of speed without undue pressure. These classes are comparable to traditional "C" classes in most high schools. Grammar textbooks are selected primarily for "readability" which includes a familiar tone of reading, color illustrations, medium to large print, and exercises which are introduced after short units of study. Programmed instruction, such as the Harcourt, Brace and World 2600 grammar series, was used extensively. The instructors recognize that P3 students are capable of learning abstract concepts, but some may not be able to apply them on tests or in written compositions. Therefore, 2600 was used as a motivational device, for once again, the student reads at his own speed, takes his test after each work unit, and moves forward at his own rate. Although no conclusive evidence has been tabulated to show better linguistic application after 2600, students maintain that they think better during programmed instruction and are more willing to execute the exercises on their own. P3 students read **Hamlet** by oral classroom dramatization and made projects to enrich their studies.

Phase 4 consists of honors students who are allowed to progress as rapidly as possible and who pursue learning in depth.

A few high achievers who show maturity, dependability and curiosity are provided with the opportunity of studying and searching independently for information in depth on subjects of their own choosing within guidelines. These pupils are the Phase 5, or "Quest" group.

No student is lock-stepped in any one phase and is encouraged to fulfill his most probable expectations during the school year. East Central's curriculum is designed to accommodate the phase system by a vertical scheduling of classes. That is, each phase is offered in at least one classroom each hour of the day. A teacher then may move a student freely from one phase to another without disrupting his total schedule if his depth of learning changes in any significant direction.

The pivotal point of East Central's phase system is a college-patterned schedule which allows each student to meet with his base teacher three days a week and to study independently twice a week in the English Lab.

At the start of the school year, East Central teachers met with an approximate 40 students per class and divided them into two groups, "X" and "Y", keeping the achievement levels of each group as close together as possible, considering individual needs and differences. On this basis and on a regular rotating schedule, "X" group met with the base teacher twice a week, while "Y" group carried out an assignment in the English Lab, and then reversed. The small group classroom period twice a week gives the teacher an opportunity to observe student reactions and to improve personal relationships. It gave students the opportunity to explore ideas and to clarify concepts through discussion, thereby increasing student responsibility for learning.

To insure further the flexibility of achievement in the phase systems, a student may be moved to "X" or "Y" group within his own immediate classroom if he seems to fit better with one group or another.

One day a week, "All" day, both "X" and "Y" groups meet with the base teacher. "All" day provides an opportunity for introducing units, motivating students, explaining terms and concepts, and summarizing materials. If "X" and "Y" groups are working on different courses of study, "All" day affords an opportunity to synthesize experiences which all students have in common within a phase: spelling tests, oral and written book reports, and enjoyable "Free-reading" days.

The English Lab is a large room which may accommodate as many as 80 students each hour. It is equipped with textbooks, reference books, and resource materials. A qualified English teacher directs the Lab, ready to assist students with their problems.

Lesson plans are made in triplicate forms, one for the Assistant Principal and one for the English laboratory instructor; therefore, each teacher knows what each student under her supervision is accomplishing at all times.

EVALUATION

Since the phasing program has yet two years to go before it has completed full circuit, we can, at this time, present only current observations and tentative statements regarding the success or frustrations, advantages or disadvantages of the program.

Student reaction to the independent study program was "We are never made to sit down and do 'busy work!!' When we have finished our English assignment, we can always read . . ."

Another: "Through this program I have developed a taste for classics. It has to do with maturing, possibly, but this program helped develop my tastes . . ."

The combined flexibility inherent in the phasing program and the independent study plan provide optimum opportunity for individual pupil growth. One student said, "I have spent more hours reading this year than ever before in my entire life . . ."

A student in Phase 5 responded in this manner: "There was ample time to delve deeply into the literature of many countries . . . I had time to write poetry, essays, and short stories on subjects I chose. I had time to come in contact with many more authors than do students in regular English classes . . ."

"In relation to the correlation of the English and history programs, I want to thank whoever thought of the idea. Before, students always thought of history as history and English as English. Never before had they realized that the great authors such as Hugo and Dickens chose their material for events around them. One can go through the French Revolution and the conditions in France in history, but the full impact of the suffering of the people comes with the reading of "The Tale of Two Cities."

Oklahoma City
Central Junior-Senior High School
817 North Robinson
Oklahoma City, Oklahoma
Dr. Bill Lillard, Superintendent

Prepared by:
Helen Kelley
Ken Poverud

LANGUAGE ARTS AND GUIDANCE STUDY

INTRODUCTION

Language Arts and Guidance Study is a pupil centered program oriented toward helping the seventh grader make the adjustment between elementary and junior high school environments. This particular pragram strives to deal with the specific needs of students who have a high degree of social, cultural, and economic deprivation.

A group planning team composed of the teachers involved, a junior high counselor and instructional materials personnel meet daily to discuss and clarify the specific units that are developed.

IMPLEMENTATION

The seventh grade students at Central High School are from a multiracial background and basically a low income area. The needs of this particular situation relevant to the seventh grader were stated by the teachers early in the development of the study. In their opinion the seventh grader needs to: look at himself, discuss his problems with others, find ways to deal with his problems, compare his situation to others, develop his reading skills and develop his potential.

The development of reading skills within each unit follows the exploration and discussion of that particular unit. An example of a successful reading lesson within a unit highlights word study skills.

A folder for each student containing word study skills is available to be picked up as the student enters class. He checks with the assignment on the board and sits down to do the work during the first five to seven minutes of the period. The work is reviewed orally and the next lesson presented. Folders are passed in and pupils keep their work in a notebook to be checked every two weeks, and to be studied for testing. Students learn meanings of prefixes and suffixes, division of words, word markings and word origins. Such work helps them in reading, spelling, and understanding of meanings.

Each unit is devised so that approximately one half of the time is used for background information through discussion and exploration. The other portion of the time is used for extending the reading skills of the student. The order of the units follows the scheduled plan of the T. V. Guidance program which is utilized to introduce the unit or to reinforce the study. The student is given an illustrated outline of each unit which states things to look for and activities in which to participate. This again is an "open end" approach in which the student is encouraged to make suggestions for content and procedure.

During 1966-67, ten units were developed by the team members. The outline is a framework to define the operation of the class units and is intended to be used as an open ended guide to further utilize the resourcefulnss of the teachers in the planning sessions and primarily the creativity of the students.

Orientation

Objective: To help pupils get acquainted with their school, classmates, schedule, teachers, and rules of the school.

School Adjustment

Objective: To help pupils improve study skills, plan their time, become a part of their school and develop a sense of responsibility.

Friends

Objective: To help pupils find friends and be able to become a successful member of a group.

Boy-Girl Relationships

Objective: To help the pupil make successful relationships with others and develop confidence in himself.

Grooming

Objective: To help the pupil develop a sense of responsibility for his personal appearance.

Health

Objective: To help the pupil develop good health habits and an understanding of the physical changes within himself during the teenage years.

Money

Objective: To help the pupil understand the uses of money and an understanding of budgeting techniques.

Family

Objective: To help the pupil understand his role in the family, viewpoints of parents and sibling relationships.

Aspirations

Objective: To help the pupil see himself and to begin relating himself to the working world.

First Aid & Safety

Objective: To help the pupil to develop an understanding of what to do in emergencies and basic safety practices.

EVALUATION

Students especially enjoyed the orientation unit because they became acquainted with the new situations with which they were faced as students in a new school, with new teachers, and with new friends.

The unit on Safety and First Aid was the most successful unit because of the high interest in the films from the department of Civil Defense, the cooperation with the nurse who let pupils practice actual bandaging and gave much practical advice to the classes. Demonstrations using moulages and a dummy to whom artificial respiration could be given were particularly exciting as they were presented by a man from the State Department of Civil Defense.

During the year successes and failures of each unit are discussed and the program is under constant revision by the staff. It is the opinion of the group planning team that the combined Language Arts and Guidance Study has made definite progress in introducing the seventh grader into his junior high school career.

Oklahoma City Public Schools
Dr. Bill Lillard, Superintendent

Prepared by:
Dorothy Jones, Consultant
Marjorie Gumm
Hazel Hale
Elizabeth Smith

LANGUAGE ARTS AND READING INSTITUTE

INTRODUCTION

The Oklahoma City school system conducted a Language Arts and Reading Institute at Taft Junior High School from June 5 to June 30, 1967. The purpose for the institute was twofold. (1) To provide seventh grade teachers teaching the Language Arts block a wide variety of the newest and best in materials and methods. (2) To train reading teachers working in the reading centers in nine Title I schools. The institute was under the direction of Mrs. Dorothy Jones, the Language Arts Consultant, and the helping teachers in the fields of Language Arts and reading, Mrs. Hazel Hale, Mrs. Marjorie Gumm, and Miss Elizabeth Smith. The helping teachers from the elementary reading clinic served as an auxiliary staff.

The auditorium, band room, and clinic—all air conditioned—were made available at Taft. In addition, four classrooms were used for the afternoon practicum. The hours of the institute were from 8:45 a.m. to 3:30 p.m.

PARTICIPATION AND OFFERING

The participants consisted of two groups. There were one hundred twenty-eight teachers in the Language Arts area and eighteen teachers in the reading section. In the first group, selection of participants was in the following order: (1) principals' lists of teachers to be involved in the seventh grade Language Arts block (2) all other Language Arts teachers in Title I secondary schools (3) a small representation from non Title I schools (4) one sixth grade teacher from each Title I elementary school. The reading strand consisted of eighteen teachers—one teacher and one alternate for each of nine reading centers in Title I schools. A stipend of $75.00 per week was paid all participants.

The attendance was excellent. One hundred-two people had no absences; twenty-nine others attended 80% of the time or more.

Sixteen specialists in the fields of Language Arts and reading were secured as speakers. These were people outstanding in the filds of linguistics, composition, and organization of programs, as well as reading. They all filled their commitments except two. Dr. Curry at the University of Oklahoma had an emergency appendectomy; Dr. Stanlay Kegler of the University of Minnesota had a departmental crisis. After some telephoning, Dr. Kegler's assistant, Mr. Tom Bacig, substituted for him. Other speakers included Mr. Donald Stewart, Dr. Robert Allen, Mr. Gilbert Johnson, Dr. Priscilla Tyler, Dr. George Spache, Dr. William

Sheldon, Dr. Robert Trent, Dr. Virgil Hill, Dr. Morton Botel, Dr. Ernest Jones, Dr. Arthur Heilman, Dr. Alton Raygor, Dr. Peter Prouse and Mrs. Ermon Hogan.

The activities consisted of lectures by the speakers, question and answer periods, small group discussions, demonstrations, and daily practicum for the reading group. This consisted of four classes of secondary students secured by Taft, Classen, and Northwest Classen. These students had intensive instruction for one hour daily by the reading teachers.

In general, the speakers made two presentations in the morning, and one in the afternoon, with a question and answer period the last hour. Speakers were here one, two, or three days. On a few occasions, both institutes were together for a presentation. The Language Arts institute continued for three weeks, the reading strand for four.

The speakers' subjects varied, as their interests and background, but one common thread ran through their presentation. This was the aural-oral approach, using the child's own language.

CONCLUSION

The hope is that this institute involved enough teachers so that a decided improvement in the areas discussed will be evident next year.

Broken Arrow Independent School District No. 3
117 West Commercial, Broken Arrow, Okla. 74012
N. W. Baldwin, Superintendent

Prepared by:
Miss Marie Hicks
Teacher

PRACTICAL ENGLISH COURSE FOR STUDENTS WITH LOW LANGUAGE SKILLS

INTRODUCTION

Our counseling staff established the need for a special section for students of low language skill through the use of achievement and attitude tests. The language arts department considered the problem and arrived at the conclusion that classes in "practical" English would be of aid to many of our boys and girls. This course has been established as a regular course in the Language Arts Department of the Broken Arrow High School. The course may be taken for regular English credit by any high school student who is found to have a need for this special work.

IMPLEMENTATION

When these girls and boys enter the classroom each one has his own set of problems, which may be social, physical, mental or emotional. Since there are many and varying needs the course is designed to meet individual problems. The class is set up as a reading oriented course with individual self-improvement as a centerpiece. Around this giant design and serving as guide posts are the supporting areas of grammar, spelling, composition and personality growth.

We use the simple, yet power-packed, device called "locate, capture and keep" in the general class plan. The "locate" step is used in the early testing time when multi-area, multi-level tests are given. Strengths and abilities are located in this way. The second step of "capture" is introduced through individualized projects and practice.

The "locate" and "capture" steps are never completed; rather, they continue throughout the year and they serve as springboards into the "to keep" step.

As we move out into areas of grammar, creative sentence sets, reading, and spelling, the positive portrait of each student begins to take definite shape. Because of inadequate retention scopes, such repetition in grammar, reading skills, simple composition, and spelling must be used. Multi-approach devices and multi-interest materials are used at all times in order to keep each student finding bits and pieces of success and security.

The lessons for the class period are planned with individual improvement as the key. Plans must be kept elastic enough so that even the slowest student can know a moment of success. The daily gain of success is a must in this class of Practical English.

Since the final, or "keep", step is the crucial testing ground, a teacher must be sure to re-enforce each step so that even though the retention scope is very weak, many glowing bits of success are made possible and these bits can become quite effective. With reading as the centerpiece, re-enforced by grammar and good usage, practical writing and self-expression, each student has a chance to move forward at his own ability level.

Finally there comes the moment when the student can be given a greater task to perform just by being helped to organize and then make the most of his abilities.

EVALUATION

Through use of the "locate, capture and keep" method and with the one step at a time approach, spiced by daily dashes of success, each one may be helped to become a more worthy citizen in this land of ours.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Keith Ann Armor
Language Arts Instructor

PROVIDING A LANGUAGE ARTS PROGRAM FOR NON-COLLEGE BOUND STUDENTS

INTRODUCTION

Many high school English classes are structured to provide for the needs of those students who plan to attend four-year colleges and universities. Such classes are aimed at the average and the above-average student, and little attention is given to the language needs, interests, and abilities of those students who will either attend a vocational school or terminate their formal education upon graduation from high school.

Believing that the below-average student should not be "lost in the shuffle" as the trend toward preparing students for college gains momentum, the Language Arts Department of Laverne High School, at the close of the 1963-64 school year, offered for the approval of the administration a plan for establishing a Vocational English class as a step toward providing for the needs of those students of low verbal ability whose plans did not include a continuation of study at a regular four-year college.

The plan was accepted, a second course was added the following year, and a two-year Vocational English program is now in its third year of operation at Laverne.

IMPLEMENTATION

The placement of students in Vocational English at Laverne is based upon the following criteria: (1) the I.Q. scores and the results of available standardized achievement tests; (2) the student's previous scholastic record, particularly in language arts classes; (3) the recommendations of his former English teachers; and (4) the student's willingness to enroll in the special class. The final criterion is very important because the student, through his willingness to enter the class, shows acceptance of his language weakness and realizes that he is being offered help in attempting to overcome his problem. Extreme care must also be taken to eliminate those students who could do the work offered in the regular English class but for a variety of reasons will not. Close cooperation on the part of the administration, the guidance and counseling services, teachers within the language arts department, and the participating students is imperative to proper placement procedures.

Because individual instruction is necessary to the success of a Vocational English program, classes must be restricted to no more than fifteen students per section. This allows adequate time for the teacher to identify the weaknesses of each student and to work with him as he attempts to overcome them.

Exceptional care must be exercised in selecting a teacher for Vocational English classes. Teaching slow learners is a slow process, and the teacher who undertakes the project must have patience, understanding, unlimited enthusiasm, and a belief in her students' will to improve. She must be resourceful in collecting and devising materials suitable for her students. She must remember that her main challenge is to motivate these non-verbal students toward realizing adequate oral and written communication skills. In the opinion of this writer, faith in the student's wish to improve and the offering of a proper amount of praise for worthwhile accomplishment provide positive motivation. A teacher of Vocational English must be flexible enough to devise a new lesson plan on a moment's notice and have no qualms about shelving the originally scheduled plans for the day's work. She must also have the ability to couple firmness and understanding with a flexible attitude. A sense of humor is of utmost importance. Resilience is another quality necessary to the teacher's own well being and to that of the class, because she will encounter many situations in which she experiences failure and discouragement. Of prime importance is her realization that the students in her charge are worthy of her serious attention.

The Vocational English teacher attempts to make the program as functional as possible. Emphasis is placed upon practicing language skills rather than upon learning a set of rules. The teacher, through careful observation of her students, is challenged to capitalize upon these situations which can provide opportunities for the students to write, speak, read, and listen.

A unit in paragraph writing forms the core of the composition program. By drawing attention to the unity which exists in anything, by stressing the need for coherence in order to be understood, and by reminding the students that this point, the paragraph-writing assignments can be a logical outgrowth of practice in sentence writing.

A career planning or job exploration unit is offered in order to give the student an opportunity to examine his qualifications and to judge the compatibility of his aptitudes and interests. This unit provides an opportunity for the student to practice letter-writing skills and the techniques and courtesies of interviewing others already working in the field of the students' choice. The student also receives the benefits of examining up-to-date printed sources of information, such as trade journals and the **Occupational Outlook Handbook** published by the U. S. Government Printing Office. The student weighs his material, arranges it in logical fashion, and presents it to the class orally. His report of his findings thus gives him practice in oral communication skills within a formal framework.

Study of the newspaper and other mass media provides a wealth of material for class discussion. A "hot" public issue which the students feel might affect them (such as the proposed changes in the draft law) can spark a lively discussion. The student soon learns that if he wishes to be heard, he must also have the decency to listen to others.

The texts selected for Vocational English were the first two books of Scott, Foresman and Company's Galaxy Series, **Vanguard and Perspectives,** which are thematically arranged anthologies which include selections appealing to popular reading tastes. A "Handbook of Reading" section is included in the handbook can provide useful "crutches" when used according to the proposed plan.

Scope, a teen-oriented magazine published by Scholastic Book Services, provides a variety of reading materials in addition to other features such as crossword puzzles (good for vocabulary and spelling development), news "capsules" (good for sparking discussion and composition topics), language usage problems, and personality and social problem-solving situations. Two issues this year have provided materials which have led to exploring two classics of literature: Chaucer's **The Pardoner's Tale** and Shakespeare's **Romeo and Juliet.** The study of the modern version of the former provided an opportunity to study the problem of greed through group discussion and opened the way for showing a filmstrip based upon the original tale. The **Scope** version was a modern adaptation and the class recorded a reading (after many practice sessions) as an additional follow-up activity. The class then presented the tape to the regular English IV class for play back. **West Side Story** was adapted for **Scope** and the Vocational English classes seemed to gain valuable insights into ghetto life and the problems encountered by racial minority groups. No time was lost in grasping the fact that lack of communication can cause disaster and tragedy. This realization on the part of the class members allowed the teacher to tell the class about **Romeo and Juliet,** the play upon which **West Side Story** is based.

Spelling instruction for Vocational English students is based upon two assumptions: (1) that the student must learn to spell those words which he tries to use in his own writing, and (2) that there are common words which everyone should learn to spell correctly. The student is encouraged to keep a list of words that he frequently misspells. When the list includes about twenty words, he arranges for his spelling partner or the teacher to test him over the words. A list of two hundred commonly misspelled words is mimeographed and distributed to the students at the beginning of the term. The pretest-study-test method provides the basis for mastering the spelling of fifteen words weekly. A unit on commonly-confused words, spelling of plurals and possessives, and distinguishing between homonyms provides the balance of spelling instruction.

EVALUATION

Vocational English students—those "dropouts" from the college preparatory English classes—seem to realize that they learn at a slower rate than is expected in the regular English classroom. They know that their poor reading ability has been a handicap to their academic attainments and seem to want to try to overcome reading problems.

The Vocational English student seems to appreciate the chance to be in a learning environment compatible with his abilities. The freedom to perform at his own level and rate of learning without risking the possibility of appearing ridiculous seems to be a relief to him.

Comanche Independent School District—2
Comanche, Oklahoma
Orbra C. Hulsey, Superintendent

Prepared by:
Helen Gilmore Patrick
English Instructor

WRITTEN COMPOSITION AND INNOVATION OF LAY READERS IN COMANCHE SCHOOLS

INTRODUCTION

"Writing about writing" in concise terms, is as difficult as "talking about talking," but in the curriculum of too many of the modern high schools, writing (that is, written composition) is the neglected stepchild.

Perhaps, one-hundred percent of all high school English teachers do no have time to correct the number of papers that should be written by their students, if they are to master the art of written composition. No longer can the fact be ignored that a majority of students do not have the ability to express themselves correctly and adequately. Bold proclamations are made that grammar and literature are in the curriculum "to improve and enrich reading, speaking, and writing skills." Nevertheless, we continue to graduate seniors who are innocent of all writing skills. It is evident that writing cannot be taught as a sideline to grammar and literature; it must be taught as writing.

Realizing this weakness, the administration of Comanche High School proposed a plan, set it in motion, watched it function, and attempted to evaluate it.

IMPLEMENTATION

With the advent of the Title I, E.S.E.A. funds, money became available that could be used to hire lay readers, that is, qualified persons who have the necessary time to correct and grade compositions.

Two years ago, the administration, English teachers, and lay readers for Comanche Schools were brought together and plans were made. The intervening period has been one of trial and error, and of adjustment and improvement.

The program is flexible and can be as extensive or as limited as the ones involved want it to be. In our system, we decided to apply the plan in one grade in junior high and in two grades in senior high. Basic sheets of instructions, standard marks of correction, records of progress, etc. were given to students, teachers, and readers. Some of these were later abandoned, extended, or revised, as proved feasible. More detailed plans were made, but it seems that individual school systems need to work out their own plans according to their needs. Teachers are free to exercise their individual methods of teaching so, naturally, plans will differ.

Once all persons involved were convinced that the program was operable and that intangible benefits would be gained by all, it moved swiftly and attained varying degrees of success. Pupils were indoctrinated with the need for this accelerated writing program; most were convinced that they were indeed fortunate to be a part of such a progressive school system; interest was aroused, and a new era began!

Theme assignments were regular and clearly defined; they were spaced to avoid book-report weeks, semester tests, and other busy periods of time. The lay readers corrected and graded the papers, and they were returned to the pupils, who were required to correct or recopy the theme before another assignment was made. This procedure can be repeated as often as time, money, and patience allows. Consistency and continuity are two important factors in its success—the core of the project.

EVALUATION REMARKS

Teacher—

"I had to be convinced (and convince others) that a teacher does not have to read every word that a pupil writes in order to know his mistakes and correct them." A greater amount has been taught to a larger number in a shorter time than I could have imagined. After spending several class periods in intensive instruction and practice, the program can be carried on all through the year with regular English classes.

No longer is the teaching of composition an uncertain pursuit with elusive goals. There is absolutely nothing wrong with the venture, but there could be some pitfalls in its execution. Neither is it a perfect solution, but it reaches far in that direction.

Lay Reader—

Any program which gives students the opportunity to learn to express themselves is worthwhile. To learn, a student needs practice—which means too many themes for a teacher, with four or five classes, to grade. Also, a grader who is not involved with the students every day, may be able to be more objective. (Teacher's note: This is true. The differences in some of the grades given by the reader reflect teachers' preconceived ideas of what a student can do.) I feel that even more progress is made when the grader talks with each student.

Students—

"teaching me to write is the same as teaching me to think."

"I didn't know I could do it."

"before this, I made my rough draft last!"

"now I understand "figures of speech."

"I have gained insight into my talents for writing, that will help me in anything I endeavor to do. I need it."

"it's too much work."

"I ain't never gonna fergit what you learned me!"

"I had never really written before."

Superintendent—

The use of lay readers for English composition gives the Comanche English teachers an opportunity to present more composition to their students. The use of lay readers to grade composition papers afforded students weekly or bi-monthly assignments in composition.

The teacher must prepare the students for some person from the community to read their papers. It must be understood that their comments, inadequacies, etc., exhibited on papers, will be held in strict confidence. The lay reader is the key to the success of the program. This person must understand and be able to interpret good and bad composition, have a good educational background (preferably a college degree) and he must have time to spend on the venture and converse regularly with the English teachers.

When comparing the total expenditure on this program, to that spent on others, I feel that the money is well-invested and the end result is a bargain.

CONCLUSION

A program such as this, with so many facets and with such far-reaching arms of influence, can really never be evaluated concisely.

True and final evaluation is elusive. It lies in the future writings of the students involved.

INSTRUCTION, MODERN FOREIGN LANGUAGE

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Independent School District I-6
501 North Oliver, Elk City, Oklahoma
Jerry Kirk, Superintendent

Prepared by:
Wilma Johnson
French Teacher

ELEMENTARY FOREIGN LANGUAGE AT ELK CITY

INTRODUCTION

A modern language program such as Parlons Francais is quite expensive for one school system to incorporate into its elementary offering. However, several school systems in western Oklahoma wishing to initiate a F. L. E. S. Program into their curricula made a foreign language program feasible by jointly purchasing the films required for the three year French program of Parlons Francais, Level I, grade 4; Level II, grade 5; Level III, grade 6.

The schools cooperating in this program are Erick, Sayre, Elk City, and Clinton. The films are deposited at the Beckham County film library and are sent out on schedule to Erick. This school uses the film for each level for one week and sends them to Sayre. The film progresses lesson by lesson, week by week from Erick, to Sayre, to Elk City, and to Clinton. Then they are returned to the county film library. The film schedule is made up for the entire year in such a way that all schools have the film and use them exactly as the Parlons Francais program intended their usage.

OPERATION OF THE PROGRAM

The three Elk City Elementary Schools set up a program of departmentalization this school year with each area of the curricula being taught by a teacher who had special training in that area.

All the pros and cons of departmentalization will not be dissolved in our venture in departmentalization at Elk City—but it seems inevitable that a teacher who enjoys teaching foreign language, and who is willing to enrich her capabilities by continuing her studies in foreign language, can and will do a more thorough job of teaching than the busy classroom teacher who is responsible for all the pupil's skills in all areas of the curriculum.

When a student falters in the speech pattern of a foreign language the teacher should be capable of providing an accurate supply response quickly so that frustration and failure are avoided. Also a capable teacher, who devotes her entire time to the teaching of foreign languages, can prepare materials to allow for individual differences in ability so that all students are challenged and none are allowed to become bored.

All three levels of Parlons Francais are being taught at Elk City this year. Each child has two fifty minute periods per week. Each class period follows this general plan:

- I. Warm-up: (15 to 20 minutes)
  - A. Review materials previously covered.
    - 1. Repetition drills
      (Teacher providing the pattern, students repeating in unison.)
    - 2. Chain Drills
      (Teacher again provides the pattern, but then the student poses a question. Another student responds; question, answer.)
  - B. French Fun
    - 1. Games
    - 2. Songs
    - 3. Dialogues
      (Not all three of these are used each session, usually only one of the three is used.)
- II. Film (15 to 20 minutes)
- III. Follow-up: (15 to 20 minutes)
  - A. Drills
  - B. Records
  - C. Dialogue practice
  - D. Song practice
    (Again, not all of these follow-up practices are used, by usually only one or two.)
  - E. Writing exercises
    (Level III lends itself to the copying of French sentences and simply writing lesosns.)
  - F. Reading
    (Level III materials include a delightful reading book. Variations of these reading lessons can be prepared by the teacher to lend variety to the reading program of the eager sixth grade students who take to reading French like eager little first graders with their first pre-primers.)

EVALUATION

It is the concensus of the administrators and teachers of the Elk City Elementary Schools that foreign language should begin early, before the student develops inhibitions that interfere with his learning a new language pattern. Also the child who does have this privilege of breaking the language barrier of another society gains a new insight into the humanities and deeply appreciates the history and culture of the peoples of his adopted language.

We—students, teachers, administrators—are all very well pleased with this venture in foreign languages and would highly recommend this program to any school.

Oklahoma City Public Schools
Oklahoma City, Oklahoma
Dr. Bill Lillard, Superintendent

Prepared by:
Isis Tuel
Spanish Television Teacher

FLES VIA TELEVISION IN OKLAHOMA CITY SCHOOLS

INTRODUCTION

The audio visual approach to the teaching of foreign languages in the elementary schools was begun via educational television in Oklahoma City the school year of 1958-59. Spanish and French were the two languages chosen.

The program was begun in the 5th grade and was offered twice a week for fifteen minute periods.

The following year it was again offered only in the 5th grade but expanded to 3 times a week.

In 1960-61 it was moved to 3rd and 4th grades 3 times a week—again 15 minute periods.

Another level was added the following fall year (1962-63) to include 3rd, 4th, and 5th.

By 1963-64 4 levels were included 3-4-5-6, offered twice a week for 15 minute periods.

It has continued in this manner and currently is offered to 3, 4, 5, 6 grades twice a week for 15 minute periods.

Our purpose was not to make fluent speakers of fifth graders but to learn to develop a communication skill. Our program was designed mainly to accustom the children to Spanish and French speaking patterns and thus make further study of the language easier.

Our emphasis was always on quality of speech and never on quantity of words learned. Our lessons consist, therefore, of a great amount of repetition. New material is presented gradually and children are not expected to remember everything from one lesson to the next.

In our FLES program, the child's environment is our starting point. Our basic vocabulary of nouns and verbs pertain to school, home, family. The most important thing a child must learn in his new language is how it functions and how he can say things in it. After early basic vocabulary the most important things are really functional and not vocabulary per se.

For these purposes the language itself is the medium and the following "ground rules" were followed.

1. No explanations are to be given. The traditional terms for grammar are meaningless to the elementary school child.
2. Translations or use of English equivalents for Spanish (French) are taboo.
3. Quality of speech should be emphasized, not quantity; it is by far the most important objective.

One important thing we have tried to stress is to keep in mind the necessity for doing well a small amount each day.

PROBLEMS

During our first years, our FLES lessons were looked upon as unnecessary special subject not easily accepted by teachers who already felt their schedules were overloaded.

Recognizing that many classroom teachers had no experience in Spanish or French, lesson guides were prepared for them. Our television lesson is prepared in as complete a manner as possible so that any classroom can benefit by it, whether a follow-up lesson is given regularly or not. One purpose of the teacher's manual is to enable the teachers, even without knowledge of the language, to give a follow-up lesson if desired. Needless to say the success of this program is found where interest, follow-up and enthusiasm are found.

Televised in-service lessons were also provided for all teachers, helping with pronunciation, new materials to be used, special information and special follow-up material which can be used only by the classroom teacher.

The most important contribution the classroom teacher can make is to create in the class an atmosphere of interest, enthusiasm and enjoyment in connection with both television lessons and follow-up activities.

This is where our program faltered during the first years. Teachers felt and considered television lesson as supplementary and unnecessary and many felt "they didn't know English, why bother with Spanish (French)?"

Visits by the television teacher helped smooth out difficulties and the majority of classroom teachers now are very receptive and favorable toward the program.

CONCLUSION

These nine years of FLES in Oklahoma have made us all aware of the fact "in a shrinking world, where tourism and international contacts increase by leaps and bounds every year, knowledge of one language is no longer enough."

Chandler Public Schools
Chandler, Oklahoma
William E. Burr, Superintendent

Prepared by:
William E. Burr

SPANISH FOR THE SLOW LEARNERS

INTRODUCTION

Thanks to the interest of the community and especially to the availability of money through the Title I Section of the Elementary and Secondary Education Act, Spanish is being offered for the first time in grades four through eight of the Chandler Public Schools. Although the program is meeting with amazing success and has created considerable interest both in and out of school, perhaps its most significant development has been the product of chance.

Our newly assigned Spanish teacher, Mr. Eugenio Vacilio Terronez, on his regular rounds to his various classrooms where he works from 20 to 25 minutes with different groups of children in grades four through eight, passes by the room of Mrs. Corner, a special education teacher employed through the Title I program to work with a group of slow learners. Mrs. Corner instructs twelve first grade students who are not achieving on a par with others in that same grade. One day, with a few minutes to spare between classes, Mr. Terronez stopped to observe Mrs. Corner's class. She in turn introduced him to her class as the Spanish teacher, and the youngsters immediately became anxious to hear some Spanish spoken. From that time to the present Mr. Terronez has spent his class break with them.

IMPLEMENTATION

What has issued from this casual visit I feel may have valuable educational and psychological significance. Not only are the children in this class being taught a valuable communicative skill, the manipulation and pronunciation of an important foreign language, but also they are experiencing for the first time a feeling of superiority and accomplishment that comes from doing something that their peers are unable to do, since Spanish is not offered to the regular classes in grades one through three.

Let me relate one incident. Recently one of the second grade teachers had to be away from school for a short time. During this time Mrs. Corner moved her slow learners into the second grade's room. At his regular time, Mr. Terronez came to give his ten minute lesson to his slow learners. The second graders, who have had no contact with Spanish, remained in the room while the Spanish lesson was being given.

It was hardly believable the performance that the slow learners gave before the older and more sophisticated second graders. They were eager and anxious to exhibit their newly acquired ability. They even surpassed their best performance alone in their regular classroom. They truly exhibited a desire to show that they were able to do something well and that they were proud of their accomplishment—feelings that are generally lacking among the less gifted. Since that day their teacher will avow that their attitudes have improved markedly, and that their performance of regular class work has been much better on the whole.

EVALUATION

Although a great deal of scientific research and observation might be necessary to bear out my convictions, I, together with others that have witnessed the changes in these slow learners, sincerely believe that even the ten minutes exposure to Spanish has deeply affected the learning habits and, in fact, the very lives and personalities of the less gifted children in the Chandler Public Schools.

INSTRUCTION, SCIENCE AND MATH

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Seminole Public Schools
Seminole, Oklahoma
H. B. Mitchell, Superintendent

Prepared by:
Bonnie Lee Grisso
Elementary Coordinator

AIR AGE UNIT

INTRODUCTION

The Seminole Elementary Schools, Fountain Valley, California, Elementary Schools, and Wichita, Kansas, Elementary Schools were selected by Cessna Aircraft Company to participate in a pilot project teaching a resource unit on the air age developed by Cessna. Teachers have developed and taught transportation units for a long time, but this unit with the main emphasis on aviation proved to be especially successful.

IMPLEMENTATION

Thirteen teachers in the elementary schools participated in the project. Content of the unit was varied to make it appropriate to the grade level.

Following is an outline of the major understandings which were developed with the unit:

I. Airplanes come in different sizes and shapes.
II. Airplanes do many different kinds of work.
III. The pilot flies the airplane, but the work of many people goes into keeping the airplane airworthy and ready to fly.
IV. Weather is an important factor in flying safety.
V. In planning flights and navigating from place to place, the pilot uses different kinds of instruments and information.
VI. All airplanes have certain features in common and are controlled by the pilot in the same manner. Certain basic instruments are found in all planes.
VII. The airport is vital to the needs of a community.
VIII. General aviation has a recent history and spectacular growth; general aviation is an important part of transportation in America and the world.
IX. Individuals who can fly their own planes can function more effectively in their work and recreational lives.
X. The Space Age has brought unlimited possibilities for future transportation.

Activities of the unit proved to be very interesting and rewarding. Following are some of the activities in which the children were engaged:

1. Students wrote various airplane companies and travel agencies for information.
2. Model airplanes were made by the students for an exhibit.
3. Students drew pictures of airplanes, labeled the parts, and identified the kinds of planes.
4. Collections were made of pictures of airplanes doing different kinds of work such as crop dusting, fighting forest fires, carrying stretcher cases, spotting flood victims, and counting wild game animals.
5. Information was gathered concerning famous aviators and planes.
6. Students read books and stories on the history of aviation, present day aviation, biographies of flyers, and weather.
7. Films and filmstrips on all aspects of the unit were shown.
8. Students made a comparison of air charts and road maps.
9. Resource people (pilots) from the local community talked to the students. (Students called and invited the speakers to come. They also wrote thank-you letters afterward.)
10. A study of flight plans was made.
11. Bulletin boards were displayed to emphasize the unit.
12. Creative writing was done with animated airplanes as characters and with the students using imagined experiences for stories and poems.
13. Students kept a list of new aviation words and used them in their creative writing.
14. Experiments and demonstrations were done on the causes of weather conditions and to illustrate the forces of flight.
15. Students built weather stations and learned to read weather maps and weather instruments.
16. A study was made of the health aspects of flight and the physical requirements to pass the medical flight examination.
17. All groups visited the local airport; some visited Tinker Air Force Base.
18. A study was made of the safety measures in flying and at the airport.
19. Murals and models of an airport were made.
20. Language activities provided for reports, group and panel discussions, radio-speaking emphasizing enunciation, and dramatizations of flyers telling why they flew.
21. A study was made of the myths which pertained to flying.

EVALUATION

An effort was made to integrate the unit with all subjects including math. We sincerely believe that the experience provided helped to make our educational program interesting, stimulating, and inspirational to our students.

Independent School District—29
P. O. Box 1007, Norman, Oklahoma
Lester M. Reed, Superintendent

Prepared by:
Robert J. Whitaker
SCIS Consultant
Herschel Morris
Classroom Teacher

ELEMENTARY SCHOOL SCIENCE IN NORMAN: A CONTINUING EXPERIMENTAL PROGRAM

INTRODUCTION

During the past several years a number of curriculum studies have been initiated to improve instruction in science in the elementary schools. Fundamental to each of these studies is an increased emphasis on student activity. The elementary school child is given an opportunity to observe, compare, contrast, and describe various objects and systems of objects. He is also encouraged to evaluate this information and to extend it through experimentation. In this way science becomes an activity in which the child is a participant, rather than merely a passive observer. (The goals of science in the overall school program are discussed in considerable detail in the **Bulletin on the Improvement of Science Instruction in Oklahoma, K-6** which is scheduled for publication in September, 1967, by the Oklahoma Curriculum Improvement Commission.)

PROGRAM OPERATION

In order to study the effectiveness of these new science programs in the classroom, the Norman Board of Education financed a group of 10 teachers from 9 elementary schools to attend a workshop on elementary school science during the Summer of 1965. Various units from several of the new curriculum studies were taught by these teachers during the 1965-66 school year. The teachers met frequently with consultants from the University of Oklahoma to discuss their successes and problems. Based on the favorable response of the teachers and the children in these trial classes, an expanded program was approved for the following school year. Eighteen additional Norman teachers attended a special workshop in the summer of 1966. Teachers received graduate credit for these workshops offered by the University of Oklahoma. Each workshop was conducted by John W. Renner and Robert J. Whitaker; the 1966 workshop provided daily demonstration classes taught by Bettye Jewell and Geneva Evans.

In September, 1966, the Norman Schools entered into a cooperative venture with the University School, Norman, John Tyler School, Oklahoma City, and Rollingwood School, Putnam City as part of the University of Oklahoma Trial Center for the Science Curriculum Improvement Study (SCIS). Six first and second grade classes in Cleveland, Wilson, and Monroe schools, taught by teachers who had participated in one of the summer workshops or who had received equivalent preparation, were selected to participate in the Trial Center. Complete supply kits for the preliminary commercial edition of the unit, **Material Objects**, were provided for 3 classes by SCIS. An additional kit for one other class was supplied by the Norman Board of Education.

These classes were frequently visited by consultants supplied by SCIS; those consultants were John W. Renner, Director of the Trial Center, and Robert J. Whitaker. The consultants observed lessons being taught and discussed the lessons with the teachers. Brief written comments were also made by each teacher, and summaries were forwarded to SCIS for use in future revision of the unit. Randomly selected children from these classes are being individually tested, and will be compared to first grade children from classes not participating in the trial program. Evaluators are senior students in the elementary teacher education program at the University of Oklahoma; these people have had specific work in the new methods of teaching science, in the SCIS materials, and have completed practice teaching. These data will be compiled with data collected at five other trial centers in the United States and used by SCIS to evaluate the effectiveness of **Material Objects** in meeting the stated goals of the unit.

Upper grade teachers have worked with other SCIS units, selected units from other curriculum studies, and various units of their own interest and design. Their primary guide has been an attempt to present science as a method of inquiry into the natural world. The Norman schools provided a limited special budget and assigned Herschel Morris, science teacher at Norman High School, as part time science advisor to assist these teachers. As the SCIS Trial Center expands, with the gradual addition of selected second and third grade classes, some of these teachers will be coordinated much more directly with the activities of the Center, and the other teachers will begin to coordinate their activities much more closely with the work which the children have received in the lower grades.

FUTURE GOALS

Th number of classes participating in this trial program in elementary school science is increasing as the number of teachers receiving special in-service education increases. The interest and enthusiasm shown by both the participating teachers and the pupils have been encouraging. A wide variety of programs is being tested in the classroom at all grade levels, and the number of teachers preparing to teach science as an activity rather than a difficult body of specialized knowledge is increasing. At the time a decision is made for the final adoption of a science program for the Norman Schools, a majority of teachers will have the experience necessary to provide for the success of that program.

Pawhuska Independent School District—2
Pawhuska, Oklahoma 74056
Oren Terrill, Superintendent

Prepared by:
Eugene B. Lewis
Mathematics Department

TEAM TEACHING OF MODERN ELEMENTARY ALGEBRA WITH PROGRAMMED MATERIALS

INTRODUCTION

The purpose of this project is to provide a learning situation under which the slow learner may acquire a modicum of proficiency in modern elementary algebra, through the use of programmed materials, and by the individual attention he receives from the members of a teaching team. We hope that his opportunity to progress at his own rate will increase confidence in the student, and decrease the frustration so common among retarded children. The membership of the class was determined by standardized test results and by teacher evaluation of previous work. The membership consists of approximately the lower fifty percent of the total enrollment in elementary algebra.

TEACHING MATERIALS

We are using MODERN ALGEBRA: A FIRST COURSE by J. E. Forbes and O. G. Forbes. This is one of the TEMAC series of programmed textbooks published by Encyclopedia Britannica Press, Inc., 425 North Michigan Avenue, Chicago, Illinois 60611. The course consists of five student textbooks each accompanied by a supplement and plastic binder. A separate booklet of tests is available which contains two tests for each chapter in the course. We made our own tests, but plan to purchase a test booklet for each student next year.

Each student writes his responses in an ordinary notebook.

PHYSICAL EQUIPMENT

Our vocal music room serves as our classroom. It is large enough to seat eighty students. It has the advantage of being noncontiguous with other buildings, yet is conveniently located with respect to the senior and junior high school buildings. We use the regular classrooms in these buildings for testing, drilling, remedial teaching, and special work with small groups or with individual students.

A large table and a vertical filing cabinet are used by the secretary of the teaching team. The file cabinet contains the individual student records and the stock supply of chapter tests. The record of each student is kept in a large manila envelope in which his test papers are filed.

Two large upright steel cabinets are used, one for storing books not currently in use, and one for storing the books which are in use each day. These cabinets are locked.

TEACHING PERSONNEL AND PROCEDURE

Our teaching team consists of two mathematics teachers and three outstanding senior mathematics students of our school. Each of these students, two girls and one boy, is currently enrolled in Mathematics IV. Each of these student aides is paid one dollar per class session for their services. One of these students serves as secretary to the team. She records the information pertaining to each member of the class. When a member of the class wishes to take a test over any chapter, he reports his desire to the secretary. She then pulls his envelope from the file on the following day, takes the student to another room where she gives the test, checks it, and determines whether the student should restudy the chapter or should advance to the next chapter. This student aide then reports back to the secretary with the envelope and the results. She brings her record up-to-date and files the envelope back into the regular file. The third student aide has the primary responsibility of duplicating tests. She types masters from test items furnished by the teachers and reproduces them on a spirit duplicator. She keeps a stockpile of these tests so that any test any student is ready to take is ready for him.

One of the teachers of the teaching team, the designated leader, supervises the group as a whole and coordinates the activities of the rest of the team. On some occasions the coordinator will leave the co-teacher in charge while he takes a larger than ordinary group to another room to introduce some new concept.

CONCLUSION

No real evaluation can be made at this stage. Apparently, several members of the class, who previously had lacked interest in mathematics, now have overcome their complacency. The special attention given to individuals and to small groups appears to be one of the best advantages of our team teaching. We feel that the knowledge we gain this first year will enable us to do a better job next year. We plan to continue the project.

Velma-Alma Independent School District—15
Box 8, Velma, Oklahoma 73091
J. M. Carey, Superintendent

Prepared by:
Hoyt Duncan
Science Instructor

THE OUTDOOR LABORATORY

INTRODUCTION

Biological Science has been taught from nonliving books. Often these nonliving text books were quite dead and little was done to enliven them. The efforts of the Biological Science Curriculum Study has done a great deal to change high school biology. That work has placed emphasis on the study of live organisms. One step beyond the B.S.C.S. material with emphasis not only on living things but on methods of science is the concept of the outdoor laboratory.

PURPOSES

The outdoor laboratory gives the students a first hand contact with the science of biology. It provides real problems of a scientific nature. It gives unity to the projects required each year in biology.

LOCATION AND RESOURCES

The laboratory consists of a flood control dam with its impounded check water forming lakes above and seep water forming a marsh below. Part of the surrounding land is tree covered while other parts are grass lands. Students have had the assistance of biologists from the State Fish Hatchery as well as a visiting college professor.

EVALUATION

The objectives of the outdoor laboratory have generally been met. However, a number of problems have been encountered. Students were asked recently to recommend the continuation or discontinuation of the Outdoor Laboratory. The students were requested not only to recommend but to give some reasons for their recommendations. Those students recommending continuation were asked to criticise the program so that changes could be made should the program be continued.

All students recommended the continuation of the program. The students felt that the first-hand nature of the work added interest. One student expressed the idea that her recommendation was prompted by not "as we say, 'getting out of class', but that we may learn and acquire much more knowledge."

The students were critical of the lack of definite organized projects and the lack of time to complete their projects.

The teacher feels that the recommendations and criticisms were valid and made without appreciable influence by the teacher. Students wrote their recommendations and criticisms without prior discussion. They were told that they need not sign their papers.

The teacher agrees with the students in their recommendations and criticisms. Plans are being made to utilize the resources of the Oklahoma Academy of Science as well as the newly formed Southern Eight Academy of Science to correct some of the problems of the program. Should the program be continued (as hoped) the problem of time will be considered.

INSTRUCTION,
READING

* * * * *

Wilburton Independent School District—1
301 West Caddo, Wilburton, Oklahoma
P. J. Smith, Superintendent

Prepared by:
Tommye Elliott
Remedial Reading Teacher

A PROGRAM OF REMEDIAL READING

INTRODUCTION

A remedial reading program is now in its second year in the Wilburton Public Schools, having been started at mid-term last year. The children participating in this program are taken from the third grade through the eighth grade.

When they begin to read on their grade level they go back into their regular classroom reading program. The time needed to reach this goal varies greatly, depending on the interest, readiness and willingness to bring up reading ability.

A big factor in increasing reading ability is overcoming timidity and embarrassment at not being able to read. However the one thing that stands out most in the program as a whole is the willingness these children show in their effort to improve their reading. In these classes there is no fear of being ridiculed or laughed at by someone much better in reading.

We are fortunate in having a well equipped laboratory, with eighteen Junior Controlled Readers contained in eighteen individual booths, an adequate supply of ungraded reading material, table talks for phonetic work, which accommodate twelve students at one time, four to the set, two SRA Reading Laboratories, elementary level and also primary level, the Educational Development Laboratory, tape recorder and Tach X machine and a large Controlled Reader.

We use the Junior Controlled Readers to increase reading rate and comprehension. The children choose material on their level, as pre-determined. This is a filmstrip story. They read the story, set the machine for speed and have a follow-up test for comprehension—To arrive at speed the number of words per line is multiplied by the speed set on machine.

This work is individualized and is a very popular part of the program. The SRA Laboratories, in addition to providing reading selections for rate and power builders, enable the pupils to determine their own reading levels. The SRA Laboratory enables a pupil to start at his level and move ahead as rapidly as he can. The starting level is obtained by the starting level guide contained in the SRA Laboratory. All work is done individually, reading, comprehension, timing and charting.

The reading of ungraded material is done by oral reading and recreational reading. This work is the most popular part of the entire program.

For recreational reading we have good novels and stories ranging from second grade level to eighth grade level.

For oral reading we have a complete set of basic readers including two readers to the grade, Readers Digest Science Readers, Readers Digest Readers, and Comptons Encyclopedias.

The "Phonics in a Nutshell" shown and used on the Table Talks are for teaching the fundamentals of phonics. Here we pick up and teach the phonics somehow missed in the lower grades—just plain and simple phonics, vowels, consonants, consonant blends, digraphs, diphthongs, spelling, syllabication, suffixes and prefixes. In addition, they learn compound words, hyphens and contractions—This work is a hearing, seeing, and reading process all in one, followed up by testing.

These classes meet one hour daily, Monday through Friday. We combine the third and fourth grades, fifth and sixth but have the seventh and eighth separated.

EVALUATION

1. A definite increase of interest in reading has been shown.
2. An increase in reading grade level is evident through testing.
3. Improvement is shown in other parts of school program because of better reading.
4. We have a happier group of children since they are able to compete on their own level.

Forgan Public Schools, District 123
Forgan, Oklahoma
George W. Loepp, Supt.

Prepared by:
Kathlyn V. Loepp
Reading Laboratory Teacher

A READING LABORATORY FEATURING COMPLETE INDIVIDUALIZATION

INTRODUCTION

Students in the Forgan Public Schools, Forgan, Oklahoma, will be entering a fifth year in the reading laboratory, but a first year in complete individualization in September, 1967.

IMPLEMENTATION

This reading laboratory does not benefit the remedial reader alone —all students in a classroom come to the laboratory at the same time; then, instruction is on an individual basis.

The 1967 fall term will see the completion of a new reading laboratory in which modern technology will provide an interesting complement to a basic reading program. The students will be offered a reading program designed to fit their individual needs.

Early testing in the school year will give the teacher a clear profile of each student's strengths and weaknesses, which will serve as a guide in choosing the appropriate skills and areas in which the student should work. Daily progress will be recorded in each student's folder so that goals can be set.

As each student enters the reading laboratory he is assigned a certain area in which to work. Rotation practices plus individual needs determine the "center" that should be most beneficial.

The room will be divided into many learning centers with a different skill and a different activity prevalent in each area. A student will learn to recognize his weaknesses, and will be willing to work in the areas which will help him attain his reading goals.

Self-pacing and self-selection of materials will be of utmost value; through these channels the teacher will capitalize on the interest of the student and the motivation it will provide.

The improvement of reading will be our major goal. There will be many types of machines to enhance the instruction, as well as a developmental program designed to fit each individual student.

EVALUATION

Since the project will be fully implemented in September of 1967, no evaluation is now possible.

Shawnee Independent School District—93
Harrison & Tenth, Shawnee, Oklahoma
Dr. Don Owen, Superintendent

Prepared by:
Clyde Hudson
Elementary Coordinator

ATTITUDES IN READING

INTRODUCTION

At the beginning of the 1966-67 school year, the administrators and teachers in the Shawnee Schools decided to make a concentrated effort on improving reading. It was apparent that the whole reading program needed revitalizing. We felt the need of a different approach—a change that would motivate, stimulate and promote a different attitude toward the whole scope of reading. The students were being taught in the traditional manner—in reading groups, oral and silent reading, phonics, etc. In instituting a change the teachers needed help in the form of equipment, interesting materials, new teaching devices and ideas.

The SRA Reading Test showed that many of our students were below the national norm in reading. Now we have introduced a number of instruments and techniques into the classroom that are challenging the students. The materials are new only in the sense that these students have not used them before.

IMPLEMENTATION

Overhead projectors were placed in the different classrooms. These were first used to show a child's own experiences. We found that children were eager to read about what they had felt and experienced in their own lives. They could see their own stories flashed before them for everyone to see. Their "talking" was coming to life. It made sense and had meaning to them.

The tape recorder was introduced to record their own oral stories and stories they read from books. The students were interested in hearing their own voices and were willing to make greater effort to improve their reading and speaking.

New devices are now being used to add interest and competition to reading experiences. Dramatizations are being employed more widely to increase participation, interest and understanding. Puppets have been used to allow the shy and hesitant student to perform in a different role. We found that a child may not want to talk on his own, but he is willing to participate as a different character with a puppet. Through many varied activities, we hope to have some form of reading continuing throughout the day.

The SRA laboratory is being used at all grade levels in the elementary schools. Each student can select materials at his reading level that are interesting, understandable and meaningful to him. The listening, word building, phonics exercises and other materials with the "Lab" are activities the student likes.

The controlled reader has been introduced to the students on an individual basis and to small groups of about the same reading ability. This has increased reading speed and comprehension. It has proved to be challenging and rewarding to the student, if it is correctly used.

More filmstrips have been added with more projectors available to the teachers. Films which relate to stories which the student reads from his book are being used. They are able to see the characters on the screen before they read the stories and thus become somewhat familiar with the stories before reading them. This seems to give students a sense of confidence which was lacking before. They are more eager to read from their own books and have a better understanding of the materials.

The Tach X machines are now being used by many of our students. They are used mostly by individuals but also may be used with small groups of similar reading ability. These machines promote speed and comprehension.

Students enjoy using the Flash X machines individually to develop eye-span, alertness to letter arrangement, rapid word recognition or numerical sequence.

Ninety-nine teachers are enrolled in an in-service course in the improvement of reading. It is a course of three hours of graduate credit built around the particular needs of our teachers. It seeks answers to problems which teachers meet in their own classrooms. Teachers actively participate by showing samples of work being done by their own students, ideas which they have discovered, and ideas being used successfully in other schools. They are willing to experiment, to try new techniques, and to develop new methods which may improve their reading program.

EVALUATION

Our program is being evaluated. We will be giving a series of tests in April and May to determine our progress thus far and to establish our course of action in the future. We have not found all the answers but we expect to find improvement in many phases of reading.

Tryon Independent School District, I-125
P. O. Box 38, Tryon, Oklahoma 74875
H. I. Jones, Superintendent

Prepared by:
H. I. Jones

CREATING A CURRICULUM LIBRARY AND READING PROGRAM FOR THE SMALL SCHOOL

INTRODUCTION

The purpose of this report is to bring to the readers attention a problem which exists in many small schools today. We used a standard reading testing program to determine those pupils who had reading problems. Using this survey as a basis we set up our program by using funds supplied by Title I and Title II. Most of the money was used in the developmental reading area, but we also bought additional books for our library. We made it an attractive curriculum center that will encourage boys and girls to do additional reading.

OUR PROGRAM

Over a period of years we had shown little progress in some essential areas in our curriculum. Funds were inadequate to take care of the changing needs of our student body. The federal programs have provided help in those areas.

The objectives we decided to stress were in those areas which showed the greatest need. The library was in this category. The librarian was selected to attend an NDEA Library Science Institute at Oklahoma State University. We felt this was an opportunity to begin up-grading our library. This institute gave her the opportunity to learn from professional people from all over the United States the many changes involving the library and possible solutions to these problems. A definite plan was devised to make the most of our present set-up without involving a great deal of money. A three year plan was worked out, with the aid of the Institute supervisor, in which definite objectives were identified and plans were made to complete them at the end of specified periods. As a result we have expanded the library, and made it an attractive place in which students can do classroom assignments, research, or recreational reading. The librarian now has three periods each day to devote to the library. This was made possible by hiring another teacher with some of the title funds. Just recently we were host to the Institute Director who was following up the plans of the Institute members. She was pleasantly surprised with the progress we had made. We had surpassed some of the goals that we had originally planned. We used as our guide for additional books the material sent out by the Library Division of the State Department of Education. Many of these books are considered necessary in a library for it to be a functional part of the educational system. These lists are an essential aid to the small school librarian.

In our developmental reading program, we are concentrating on the elementary children so the program was set up in the elementary building. We have been working on a central reading area along with this reading program. It is working very well with these elementary children who have reading problems. Our educational leaders are recognizing the importance of the library in every school system at both the elementary and secondary levels, so we felt that we could strengthen our curriculum in all areas by concentrating on a good reading program and the library materials center. With funds obtained from Title I we organized this reading program with the aid of specialists from Oklahoma State University. A large store-room was turned into an attractive reading center with appropriate books on different reading and interest levels. Our reading instructor will attend the NDEA Reading Institute at Oklahoma State University this summer. We could see an improvement in elementary reading this year and with this additional training we feel we can accomplish a lot more in future years.

A library does not serve its purpose if the children will not read, therefore, we felt that the fundamental solution to this problem was a good reading program. We have begun our program with a sound foundation and in the future there will be an increase in the use of the library. We are located at least twenty miles from a public library so a good school library is a "must" in our community. We are encouraging adults in our community to use the materials.

Our library had been limited to books, but now, after we have expanded the area, we are including machines, pictures, vertical files, a professional "nook" and reading corner, and a work room for teachers to prepare materials for classroom instruction.

We hope by the end of our three year plan to involve all teachers in our school so they will feel free to request material for classroom instruction and library use. The librarian should be the final authority in selecting materials, teachers should be area consultants, students can help in interest areas, and by stressing the importance of reading we will have a dynamic, functional library and reading program in our school system.

Henryetta Public Schools
Henryetta, Oklahoma
Dr. Raymond E. Cox, Superintendent

Prepared by:
Raymond Sewell

DEVELOPMENTAL AND REMEDIAL READING

INTRODUCTION

We recognize that education is a function of the state and that the Board of Education, as the governing body of the school district, shall act as an agency of the state. We believe that education is a longtime investment on the part of the state and local government. We recognize our duty to provide experiences for children which will lead to emotional, economic, social, and political adjustment in a democratic way of life. Free public education is justifiable, we believe, to the extent that it makes the supporting state a better place in which to live and make a living.

IMPLEMENTATION

At the beginning of the school term of 1965-1966 the Henryetta Schools set about really to go the extra mile, to strive harder than ever before to discover means of improving instruction and the curriculum. A search of school records showed a great deal of low achievement in academic courses and even some dropouts. It was further discovered that this low achievement could be attributed to or was a result of poor reading ability not only in the elementary schools but especially in the junior and senior high.

To start the improvement in this area, Dr. John Rambeau, formerly head of the Reading Department of the University of Oklahoma, was called in for an in-service class in Developmental and Remedial Practices in Reading. These classes were conducted during the spring of 1966 for a total of 18 sessions for the entire Henryetta School faculty, grades one through twelve and also teachers from area schools.

In addition to this effort one teacher was sent to the University, at school expense, on Monday evening for additional instruction in Reading during the spring term of 1966.

As a result of this instruction the teachers of the Henryetta Schools were able to plan their instruction fitted to the needs of individual students and also to make selections of books with a great deal more confidence.

Emphasis has been placed on individualized reading, to aid the gifted as well as the handicapped reader, and in the selection of library books considered to have low vocabulary and high interest level. Such books chosen were: The Button Family Adventure Series, Jerry Brooks, Cowboy Sam Series, Dan Frontier Series, and Sailor Jack Series, all from Benefic Press. The Pleasure Reading Series, Discovery Books, First Reading Series, and the Basic Vocabulary Series from the Garrard Press; The Jim Forrest Series, Deep Sea Adventure Series, and Morgan Bay Mysteries, all from Harr-Wagner Publishing Company; Landmark Books by Random House, American Heritage Series by American Book Company, Childhood of Famous Americans Series by Bobbs-Merrill, and many titles from Nathaniel Dame and Company.

Two teachers were sent, at school expense, to the University of Oklahoma during the 1966 Summer Term for additional study of reading and to gain experience in corrective and remedial practices in the O.U. Reading Laboratory.

As a result of this training, Henryetta now has a full fledged remedial reading program in the elementary schools, and the high school curriculum offers one course in reading for the college bound.

Two teachers will be sent to college again this summer (1967) for additional instruction in reading. One will be sent to the University of Oklahoma and one to Rochester, Minnesota.

EVALUATION

1. Students, in all grade levels, are reading far more books than previously.

2. Teachers agree that choice of library books was excellent.
3. Achievement tests show marked gains in reading
4. Gains have been made in student grades in areas related to reading.

Hugo Independent School District—39
201 East Brown Street, Hugo, Oklahoma 74743
I. R. Armstrong, Superintendent

Prepared by:
Margaret S. Webb
Director, Reading Lab.

DEVELOPMENTAL READING LABORATORY

INTRODUCTION

As a result of the elevation of the testing program of Hugo High School students, it was found that there was a need for a reading class to specialize solely in reading training. Thus the Developmental Reading Laboratory and Clinic has been installed to fulfill this need.

Students enroll by choice, as well as by teacher referrals.

IMPLEMENTATION

The Developmental Reading Laboratory is a program of improvement in both comprehension and speed, beginning at the level at which the student reads and comprehends.

When the student enrolls in the laboratory, he is given a reading survey to ascertain his level of speed, vocabulary, and comprehension. He is placed at the level approximately two grades below the level indicated in his survey. Materials in the laboratory range from third grade through grade thirteen. His speed must be adjusted so that he achieves 80% comprehension in all phases of the program. As he improves, his material level is raised and a challenging speed set. Each student is given individual instruction with all phases geared to the level at which he comprehends.

The laboratory accommodates seventy-five students per day per semester. Both individual and group instruction are used to accomplish the following objectives:

1. To increase reading proficiency and to diagnose minor reading problems.
2. To develop basic reading skills, such as skill in phonics, attacking new words, increasing vocabulary, and understanding basic reading functions.
3. To create an atmosphere which will develop a desire to read and to increase an appreciation of literature.
4. To improve oral communication and listening accuracy.
5. To reduce lip reading.
6. To reduce fixations, regressions, durations, and to increase span and rate, as diagnosed by the reading-eye camera.

The clinic-laboratory has been installed with the following equipment used in each instructional area:

1. Eighteen L-stations, equipped with EDL Controlled Reader, Jr., Skimmer and Text, Tach X-machine, and Webster's New World Dictionary of American Language, for individual controlled reading.
2. EDL Controlled Reader and Tach-X machine for group or individual instruction.
3. Table-Talk machines for visual and auditory instruction.
   a. Phonics in a Nutshell films and records
   b. Elementary Word Power films and records
   c. Science Word Power films and records
4. Opaque and overhead projectors for testing and subject area reading.
5. Tape recorder for oral reading and listening
   a. Listen and Read Tapes—To improve reading through listening; to give specific and systematic practice in listening and to show how to organize content, thus learning to listen with greater attention, discrimination, and retention; to teach vital reading skills needed on secondary, college, and adult level.
6. Study Skills Library—To teach students skills which they need to read effectively in content areas of science, mathematics, social studies, and literature; to read competently, analytically, and critically; to use, judge, organize and locate ideas in their texts and reference materials.
7. Adequate films for all levels and phases of program.
8. Encyclopedia International.
9. A library of 200 volumes of books on every level.
10. Magazines: Reader's Digest, Time, U. S. World News, Sports Illustrated.

EVALUATION

Evaluation is the most important aspect of the program. Efficiency checks and reading surveys are given at regular intervals to check progress.

The educational diagnosis is achieved by administration and results of the following tests:

1. California Achievement Test
2. Otis Mental Maturity, New Edition, Gamma Test Form EM
3. Gates Reading Survey, Forms 1, 2, 3
4. Gates MacGintie Reading Tests, Forms 1, 2, 3
5. EDL: Reader's Inventory Word Clue Tests: Reading versatility tests.

The physical diagnosis includes physical, visual, and auditory examination by school nurse (or physician, if recommended by nurse) to determine physical fitness.

As a result of daily evaluation and adjustment for individual needs, students are able to read with understanding at their grade level. Fewer students will need to be retained in subject courses at all levels. The student develops self-improvement and self-evaluation of his reading program.

The Director of the laboratory, the assistant teacher, and the school counselor are involved in the evaluation of the program.

The students are counseled regularly as to their problems in reading, their progress, and their weaknesses so that individual instruction in the proper areas may be used.

Goodwell Public School District—60	Prepared by:
Box 580, Goodwell, Oklahoma 73939	James L. Holder
James L. Holder, Superintendent	Superintendent

IMPROVEMENT OF READING

INTRODUCTION

Many times lip service is given to the idea of individualization of instruction and to improvement of study skills. The essence of this program is to aid each student in the improvement of his abilities, whether they be reading or other study skills. This program points a way, though much additional work must be done, for the improvement of each student.

OPERATION OF THE PROGRAM

The faculty and administration had felt a need for classes in reading improvement for several years. As the Elementary-Secondary Education Act became effective, and as our school was given an allotment, the decision was made to channel the Federal funds into a reading improvement program.

The Federal funds help purchase two Tachomatic 500 reading machines, appropriate filmstrips and workbooks. The district hired the teacher, purchased some additional equipment, and provided the necessary time and classroom facilities. In our situation the Federal funds amounted to about one-third of the total expenditures.

The program we decided upon began with two batteries of tests. All students in Grades 4 through 12 were given the Iowa Silent Reading Test. The results presented data for consideration when evaluating each student. Students in Grades 7 through 12 were given the California Study Methods Survey. This test was chosen because it rendered a score for "Attitude Toward School." We had made an initial assumption that a low reading ability would reflect in a poor attitude and, to some extent, the reverse would also be true.

Because the survey reported other scores as well as the attitude score, several class periods were spent by the English classes in discussion of ways to improve study habits. The teachers used a series of study habit record available through the National School Public Relations Association of the National Education Association as learning and improvement exercises for the students' study habits.

The actual reading classes for each grade meet twice each week for students in Grades 4 through 12. These periods of 55 minutes are devoted to exercises in speed building, comprehension, and testing.

As this is our first experience in this area, we are following the suggestions of the authors of our materials, with very little diversion. These materials are written and published for Psychotechnics, Inc. of Chicago. Lyons and Carnahan produce the materials for Grades 4, 5, and 6. The junior high materials are produced by the Purdue Research Foundation and by Harcourt, Brace and World Materials for the senior high classes are produced by Harcourt, Brace and World.

EVALUATION

The progress of each student will be evaluated through a second battery of Iowa Silent Reading Tests for Grades 4 through 12, and the California Study Methods Survey for Grades 7 through 12. At the time of this writing, all tests have not been administered nor have results been received so that proper evaluation of progress may be determined.

The results from the pre-test and the post-test have been or will be given to the students and parents. An attempt was made to explain the results to the students in small groups. A short discussion of the meaning of the tests results was sent home with each student so that the parent could have information about his student.

Anadarko Independent School District 13
P. O. Box 338, Anadarko, Oklahoma
John W. Word, Superintendent

Prepared by:
Helen Copp
Ruby Porton
Virginia Wilhelm

INTERMEDIATE GRADE READING PROGRAM

INTRODUCTION

We have found over a period of three years that the interest in the reading classes has been greatly increased through a variety of improvements. This has been accomplished by getting away from the reading circle and grouped reading into a more realistic view of reading with new materials.

OUTLINE OF PROGRAM

The Reading Program for grades five and six is built around a variety of materials and machines to get away from the drill of daily textbook and work book practices.

The S. R. A. Reading Laboratory is used to keep the students on an individual level to meet their needs of individual differences through vocabulary, accuracy, and speed.

The controlled reader is used to help students build speed and comprehension. An accuracy chart is kept of their progress. The overhead projector is used in building skills, in vocabulary drill, and in emphasizing better understanding of the stories.

Textbook and work book sheets are used for oral reading, enunciation and expression.

Weekly Readers are used in our Reading Program to help the students better understand world news. Vocabulary is increased through the use of the crossword puzzle. Book reports help the students express themselves orally and in writing.

Television in the classroom is used for viewing special educational programs which enrich the Reading Program.

Reading instruction on the 7th grade level has each year been directed toward an individualized approach using both mechanical devices and printed materials. The program has greatly expanded over a three year period with addition of many tools.

In January, 1965, a full time reading teacher was employed for this grade level. S. R. A. Reading Laboratory was used on a regular basis for a nine-week period.

The main emphasis for the school year 1965-66 was the addition of mechanical devices. These were the (1) Tachomatic 500 with reading films on level 5 and 7, words and phrases on 6th grade level, (2) Sharowscope, an individual reading pacer which allows the student to choose his own reading material, set his speed and build reading rate, (3) Controlled Reader with filmed reading material grades 4 to 8, and (4) tape record used for recording talks by students, taping oral reading and listening exercises provided by the teacher.

In the school year 1966-67 again emphasis was placed on providing a wide variety of materials to students. **Reader's Digest Skill Builders,** reading level 5th to 8th, were used as supplementary materials. The Turner-Livingston Series, **"The Person You Are"**, was used both as a springboard for discussion of social adjustment and practice in reading skills. As a supplement to these workbooks, role playing situations were set up giving the students experience in acting out, in a controlled situation, problems with which they may be involved. These were situations such as family relationships, use of money, girl-boy relationships, and other problems relating to this age group. Another addition was the **Macmillan Reading Spectrum.** This is a series of self-directing, self-correcting, non-consumable booklets designed to guide the development of reading skills in the three areas of word analysis, vocabulary development, and reading comprehension. A second Shadowscope with the specially designed workbook **Optimum Reading Achievement** book 1, has been provided for students who are ready for more advanced work.

EVALUATION

The students do not get bored with reading. They have a better skill in reading other subjects.

The students look forward to coming to reading class. They enjoy using the machines and watching their progress.

Standard reading tests need to be added to measure improvement in reading skills.

Calumet Public School District—76
Calumet, Oklahoma 73014
Laurence Sasser, Superintendent

Prepared by:
Katherine M. Hanes
Primary Teacher

PRIMARY REMEDIAL READING PROGRAM

INTRODUCTION

A shiny blackboard, beautifully arranged bulletin boards, and neatly shelved books do not necessarily make the classroom an appealing place to a slow reader. In fact, the child who is unable to master the art of reading soon sees these as tormenting reminders that he is not capable of doing the work that his teacher and parents expect of him. We have set up in our school a special reading program that has helped many of these children find their place in the regular classroom.

IMPLEMENTATION

Our school offers the services of a teacher's aide who is in charge of the afternoon playground for thirty minutes each day. During this time the regular teacher is free to select a small group of slow readers for a short and lively reading session. At first the special class met in the regular classroom but it was soon obvious that outside distractions had a stifling effect upon the remedial class. An empty classroom in another part of the building offered privacy and a touch of importance to the program that the children like. The time was spent doing a varied number of unexpected things. Below are a few of the learning exercises that took away the drudgery of reading for the group:

1. Playing phonics games (for the first time many of these children had a feeling of security and would try to sound out new words).
2. Reading new books.
3. Choosing favorite stories from basal readers.
4. Using the tape recorder (this made quite a hit with the students and made them the envy of the other students who were unfortunate enough not to get to be in the special class).
5. Catching up on library book reading for credit on their reading certificate.

EVALUATION

1. The stigma of being in the "afternoon reading class" soon became so appealing and sought after that the regular class members demanded that they be given their turn in the special class!
2. One child who formerly refused to read aloud or even follow the reading in class was asking for permission to attend the reading class. His achievement test grades at the end of the year were: World Knowledge grade equivalent—3.2, Word Discrimination—2.3, and Reading—2.1.
3. Perhaps this statement by one of the remedial students best evaluates the time spent in our special class, "Mrs. Hanes, I was so

ashamed of myself when I couldn't read so 'good'." Never be deceived, they know where they stand!

Stillwater Independent School District I-16
315 W. 8th St., Stillwater, Oklahoma
Gene Pingleton, Superintendent

Prepared by:
Edna Jungers

READING CLINICS— A REMEDIAL AND DEVELOPMENTAL PROGRAM

INTRODUCTION

In analyzing some problems among students in the Stillwater City Schools, two things came to mind, namely:

1. Because of the bi-modal population, there were many students who were not able to achieve at the normal expected rate.
2. There were many students with comparatively high ability who had difficulty in college preparatory work because of reading deficiencies.

A reading clinician was employed to lay the ground work for the development of a more complete program and to start helping those students who had the most severe reading problems. From this humble beginning, a rather comprehensive program has been built.

OPERATION OF THE PROGRAM

The Stillwater Reading Clinic had its beginning in the 1964-65 school term. It was started by giving help to children in the elementary system. At that time, only one clinician worked in the program. After studying results and realizing the need, additional clinicians were added and the program was continued in the junior and senior high schools. At the present time there are seven qualified clinicians on the staff. Each has had special training in the teaching of reading on the graduate level.

In the fall of 1966 students were screened by an extensive testing program at all levels. Results of the tests and teacher recommendations were the guidelines for choosing students for the program. Those students who read at least one year or more below their expected reading level were chosen first for remedial instruction. Following the testing, physical factors were checked. They included vision, hearing, speech, and general health. As remedial students reached normal reading ability, they remained in their classrooms for their reading instruction. Then others who needed remedial work would participate in the program.

Some students were chosen for the developmental program. In the junior and senior high schools, an accelerated program worked in connection with the English classes. Students had two weekly one hour sessions for a nine-week period.

Personnel in the program are looking forward to possible changes in the future. If the present program in remedial work is successful, more time will be available for developmental work. The progress of the developmental program in the junior and senior high schools is being checked. A developmental group has been started on the elementary level.

The progress of this group will be checked closely throughout the year. There will be follow-up on them to determine what the long-range effects will be.

A wide variety of materials has been purchased for the use in the program. Materials used are different from those used in the classroom. They are chosen to fit the needs of each individual. These include printed materials, tape recorders, reading pacers, EDL Controlled Readers, Craig Readers, the Tachist-O-Flasher, and records.

EVALUATION

1. Control and experimental groups are used to determine progress being made in both the remedial and developmental programs. An interesting observation from the study being made in the senior high school is that sophomores who have had training in the developmental program in the junior high school ranked higher on all aspects of the Nelson Denny test than juniors and seniors who have not had the opportunity for the developmental program.
2. Individual students are checked periodically to determine further needs.
3. Reactions of parents and students not participating in the program are watched closely on the assumption that if students make progress, increased demands for admission will be received.
4. Careful analysis will continue to determine what improvements may be made in the future.

Tyrone Independent School District—53
P. O. Box 48, Tyrone, Oklahoma
T. O. Dewbre, Superintendent

Prepared by:
T. O. Dewbre,

READING LABORATORY GRADES 4-12

INTRODUCTION

Over a period of time of testing and evaluating, it was evident that there was a degree of reading deficiency from grade 4 through grade 12 in our school. Through the Title I grant of the education act we were able to establish a reading laboratory.

OPERATION OF THE PROGRAM

The basis of this program is to enable students, especially the educationally deprived, to learn reading skills that can enable them to develop their abilities more fully at their grade levels. Through scheduling and teacher availability, these students through grades 4-12 are participating in this type of reading program a minimum of one hour a week. The teacher keeps an accurate progress chart on each child, showing his speed in reading and comprehension. The room is centrally located in the building with all grades having access to it when scheduled. We are using Educational Development Laboratory study skills. Our instructor has attended workshops in this field and has become quite impressed with the results that she is getting. It is our theory that these students will increase in their overall academic progress.

EVALUATION

It is evident that these students are increasing their reading ability as revealed by all methods of evaluation. We see an increased enthusiasm toward reading. Also we see a better awareness of the importance of both home and school libraries. By testing after a year in this program, we find our students have risen from the 46.6 percentile in a national norm to the 58 percentile. The tests were given at the beginning and end of the school year. All students have shown an enthusiastic approach to all reading materials. However our reading problem is not yet solved. We feel the program must be carried on extensively throughout the coming years to show the results of better reading throughout all grades.

Pryor City Schools District—1
Pryor, Oklahoma
Dr. D. D. Creech, Superintendent

Prepared by:
Warren Prater, Principal
Imogene Holt
Carolyn Brown

READING LABORATORY, GRADES 7-9

INTRODUCTION

In the Pryor Junior High School we are emphasizing reading in our Reading Laboratory, grades 7 through 9, with the full realization that our success or failure in this project will be directly reflected in the achievements of our students in their other subjects, both now and throughout their school careers.

IMPLEMENTATION

Reading is a required subject in our 7th grade curriculum. Our reading classes are ability-grouped. Students capable of improving one and one-half or more grade levels in reading are placed in a separate laboratory program—a Reading Skills Building Center, designed for a more analytical and clinical approach to the reading problem. This group is fluid, with students coming from or going to other groups as their abilities warrant. Our program calls for smaller classes in the developmental and remedial groups than in the more advanced groups. Future planning includes interchanging of students for reading programs as these programs can best be met in one of our two reading labs according to available materials, equipment, and room arrangements.

Attention is given throughout the year to listening, concentration, vocabulary, reading comprehension, oral reading, writing, and personal class response. Speed is encouraged but not stressed until the student is reading 200 words per minute or better at 7th grade level. Comprehension of word meaning is given prime stress since there can be no vocabulary building without it. Vocabulary enrichment, however, is a constant goal.

Classroom procedure involves a meeting of the entire class on Mondays for review of previous work, introduction of new materials, instruction in study and listening skills, and/or timed reading. The class is then divided into three groups which rotate on Tuesdays, Wednesdays, and Thursdays. One group works individually with the Craig Reading Machines with programs selected at individual student levels. The second group works in SRA, progressing from **Reading Laboratory** to **Reading for Understanding** and **Pilot Library**. This sometimes includes **Reader's Digest Skill Builders.** Here, too, the student reads on his own level and at his own rate. The third group is more teacher-directed and has a more versatile program. Its activities include reading from anthologies, doing recordings, writing compositions and summarizations, doing oral reading, checking comprehension, correcting work, etc.

Friday are free reading days. On Fridays the students bring those books or materials which they wish to read. Occasionally group discussions are held on Fridays and individual conferences are held on this day. These conferences deal with discussions of books read, problems encountered, and progress made. Brief checks are made of the students' progress with the Craig Reader and SRA. Whenever time permits the student works in **Steps to Better Reading, Book I.** If he has all of his assignments up to date, he may work on vocabulary building, do free reading, browse in the library, or help someone else.

Since our Reading Skills Building Center has smaller classes than our other reading groups, more individual help is available from the teacher. Additional materials and machines located here include the Dolch materials, high interest with controlled vocabulary books, EDL Controlled Reader, individual recorders and International Teaching Tapes, grades 4 through 8. Around three walls of the room are individual booths which house Craig Readers and our recorders. These may be used for independent study also. In the center of the room are four movable polygon tables which allow for a considerable flexibility of grouping.

One project in vocabulary expansion involves the use of a 4'x8' bulletin board on which a general term or category can be placed at the top. Then each pupil is encouraged to add words that apply to this term or category. For instance, a one syllable word, "group", evoked the listing of over 100 words! Everyone, including the teacher, learned many new words! How many of you readers are familiar with a **Gaggle** of geese or a pride of lions as group terms? And what is a passel? Does "herd" apply to animals with hooves? And do we all fully understand the difference between a cord of wood and a rick?

In creative writing, each student contributes two original stories during the year. He selects or draws a picture and writes a story of at least one page. Many of the stories are much longer, of course. These stories may become a part of our library, and they are popular with the students on free reading day. The accelerated classes make or assemble books to add to the library from miscellaneous articles and clippings.

Currently our students are working on materials concerning idioms and symbols.

Once each nine-weeks a Landmark enrichment-record is played. The group discusses and verbally summarizes the story. Each student then drafts a two-page-or-less summary of his own of the story read and on the following day the pupils meet in groups of four to help each other. A group-produced summary is then written in ink. In the accelerated groups this leads to research.

EVALUATION

In evaluating our laboratory approach to reading in the second semester of its second year in the Pryor Junior High School, we find the interest keen and the progress rewarding. Gateways are opening for our students, through their reading experience, to the broad fields of learning.

Pawnee Independent School District—1	Prepared by:
P. O. Box 126, Pawnee, Oklahoma	Coyle Smith
J. A. Davis, Superintendent	Elementary Principal

READING PROGRAM IN THE PAWNEE SCHOOLS

INTRODUCTION

For a number of years we had been using what reading experts consider a combination of the best techniques for teaching reading, however, the program was not meeting the needs of many of our pupils. We realized that a remedial reading program was needed but not until federal funds became available in January, 1966, were we able to initiate such a program.

OBJECTIVES

The objectives of the reading program in our school are:

1. To provide remedial instructions for those students in grades one to twelve who are reading at least two years below their grade placement.
2. To provide those elementary students who are reading near their grade level with the developmental skills that will be necessary for junior high and high school work.
3. To create and enrich reading interest so that the students attitude toward reading will cease to be one of indifference or dislike.
4. To upgrade the total academic program of each child involved by increasing his reading ability.

ORGANIZATION AND METHODS

Four reading teachers were employed to initiate the reading program. Two of these teachers worked in the elementary school, one in junior high, and the other in high school. Before classes could be organized reading survey tests were given to all pupils in grades one to twelve to determine the reading level of each pupil and to detect any reading difficulties. By using the results of these tests, classes were organized as follows: **Remedial Program:** Classes in remedial reading were organized to provide instruction for those pupils who were reading at least two grade levels below their grade placement. These classes were kept small and averaged thirteen per class.

Developmental Program: Classes in developmental reading were organized to provide instruction for those pupils who were reading near their grade placement but who were weak in specific areas. The maximum class size for developmental classes was twenty pupils.

Accelerated Program: Accelerated classes were organized. These classes consisted of approximately 10% of the pupils in grades 11 and 12 who were the best readers. These pupils were given materials that were at least two grade levels above their reading placement.

After the classes were organized the pupils were given other tests in order to determine individual weaknesses that needed correcting.

The reading classes met each day for from thirty to forty-five minute periods, in classrooms which were provided in each building and specifically adapted for the use of the reading teachers and classes.

The reading supplies and equipment needed to initiate this program were purchased with funds obtained through the ESEA Title I program and consisted of audio-visual equipment and films, reading exercises, skill text, skill builders, student record books, etc. Many of these supplies and all of the audio-visual equipment were also used by the classroom teachers to enrich their reading program.

RESULTS OF PROGRAM

The results of our reading program have been most encouraging to the school personnel, the pupils, and the parents.

The program was initiated in January, 1966, and the first reading survey tests were given at that time. An equivalent form of these tests was given in May, 1966.

Approximately 75% of the pupils involved in this reading program showed a gain in reading level. This gain varied from a few tenths of a grade level to as much as four grade levels. The students in grades 11 and 12 making a gain were those in the remedial and developmental classes, those in the accelerated groups were reading about their grade level when the program began.

There was a definite improvement in the children's attitude toward reading. Two hundred pocket size books were worn out. Six hundred pocket size books and two hundred trade books were consistently in use throughout the program. The English teachers noted greater enthusiasm and improved quality of book reports.

Red Rock Independent School District I-3
Red Rock, Oklahoma
Wesley Brown, Superintendent

Prepared by:
Wesley Brown

REMEDIAL READING

INTRODUCTION

A test was administered to the pupils of Red Rock School in May, 1966 by the Oklahoma University Testing Service. Thirty-seven of the ninety students taking the test fell below the fiftieth percentile in (1) comprehension and vocabulary skills, (2) verbal pictorial association, (3) language perception, (4) vocabulary perception. The remedial teacher hopes to use the resulting data on the thirty-seven students by planning a remedial program that will help each one of these students to bring his percentile grade level up to standard.

IMPLEMENTATION

To develop a well balanced reading program for students with reading disabilities, highly motivating materials have been purchased for their use. The Tachist-O-Film Kit will be used to help the child acquire basic skills, vocabulary, phrase reading, retention, and comprehension. Other enriching materials that will be used to aid in the mastering of reading techniques and to periodically measure progress, are the Metropolitan Readiness Tests, the Phonetic Keys to Reading Series, and the other Standardized Reading Tests. The use of these reading materials will vary according to the individual needs of each child.

One teacher has been hired to teach remedial reading. Students participating in the program are those in grades one through six who rated very low on the standardized reading tests and those who are selected by the classroom teachers. Three 45 minute reading classes are scheduled for each day of the school year. The principal and the classroom teachers will discuss the student's problems and progress at regular intervals throughout the year.

SPECIFIC PLANS FOR EVALUATION

1. The evaluation of this program will be determined through continual observation by the Principal, the reading teacher and classroom teachers, through the results of standardized reading tests, and through teacher-made or textbook tests given during the year.
2. The Metropolitan Achievement Test and The California Reading Test will be administered to all students at the beginning and near the end of the school term.
3. The Skill Builder Tests and the Tachist-O-Film Tests will be charted to show the continual progress of the child.
4. The administration and all grade teachers will help in the evaluation of the remedial reading program. The child's progress will be dis-

cussed periodically by the Principal and the reading teacher and the classroom teachers. At the close of the school year a form concerning the reading progress of each student will be completed by the classroom teachers and filed in the central office in the individual student's folder.

Oklahoma City Independent School District—89	Prepared by:
900 North Klein, Oklahoma City, Oklahoma	Dorothy Jones
Dr. Bill J. Lillard, Superintendent	Language Arts Consultant

TITLE I READING PROGRAM IN THE OKLAHOMA CITY SCHOOLS

ELEMENTARY LEVEL

Oklahoma City's newly established reading clinic for children from Title I elementary schools has three stated objectives:

1. To provide remedial help for retarded readers.
2. To influence classroom teachers in better meeting the needs of these children when they return to their classrooms.
3. To function as a laboratory for experimenting with many new methods and materials.

The organization of this facility involved extensive research, planning and implementation. Here is the sequence of events:

An original staff of three clinicians, one diagnostician, a secretary, and the language arts consultant worked as a committee for three months during late summer and early fall of 1966. They outlined a philosophy of reading instruction, goals for the clinic in working with the children, screening and testing procedures, schedules, material and equipment lists, remodeling recommendations for the room to be used, and developed various forms for establishing adequate communication with schools and patrons.

The first children to receive the service were chosen from those in the Title I schools who had been in school three years beyond kindergarten, had intelligence scores within the normal range (95-110), and were at least two years retarded in reading. Screening these children proved to be a beneficial experience for all involved. This staffing was conducted by the school principal, teachers, elementary consultant assigned to work in the school, counselor, diagnostician, and coordinator from the clinic. Intelligence and reading tests were administered by the diagnostician to confirm the enrollment of pupils identified during the staffing. Because the capacity of the clinic is limited, the Title I schools were granted enrollment on a pro rata basis.

At present, most of the pupils attend two 45-50 minute sessions, weekly, in the clinic; they are transported in a newly purchased "super van" which is equipped with safety belts. When a pupil has achieved a minimum of one year's gain in reading he is returned to the classroom and another pupil from his school may take his place. During the time he is in the clinic his clinician maintains close contact with his regular teacher at the school and is prepared to return him with detailed recommendations for the continuation of techniques which have proved successful in his clinical instruction.

The clinic is expanding its physical plant next year and will increase its services with the addition of two mobile reading laboratories to serve the Title I elementary schools at the periphery of Oklahoma City.

In addition to the elementary reading clinic, another exciting reading venture was undertaken during the current school year. Eight reading centers were established in as many secondary schools under Title I, too. Two helping teachers in secondary reading were employed to coordinate these operations. These teachers had organized and operated successful reading programs at the secondary level, previously, in Oklahoma City.

Plans were developed during the first semester as material and equipment lists were structured by the helping teachers and principals, rooms were chosen, teachers identified for the centers, and guidelines set for both immediate and continuing in-service. The immediate in-service was conducted at the board of education building during the last week of the fall semester and monthly meetings held during the rest of the school year.

The centers were populated according to screening procedures set up in the individual schools and generally involved the counselors. Each school's autonomy was respected in this activity and, because of this flexibility, the levels varied considerably. One senior high school decided to serve every graduating senior, first, rotating the accelerated as well as the retarded readers. This decision "sold" the program to the entire school and prevented any stigma from being attached to the service. Most schools began with pupils having normal intelligence who were two years or more retarded; the pupil-teacher ratio during a class period was held to fifteen students and one teacher.

SECONDARY LEVEL

This summer the reading-language arts institute, to be conducted during June in Oklahoma City, will provide further training for our secondary reading teachers and it is anticipated that the fall semester will reflect an increasingly significant reading program for the pupils and students in the Title I schools of Oklahoma City.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Helene Jayroe
and Gladys Hendrick
Fifth Grade Teachers
Laverne Elementary School

USING CONTROLLED READING TO "WHET" STUDENTS' INTEREST AND TO INCREASE THEIR SPEED AND COMPREHENSION

INTRODUCTION

The Controlled Reading program introduced in the intermediate grades at Laverne Elementary School this year has been an interesting and challenging experience to students and teachers alike.

Controlled Reading is a part of a reading program that presents reading material at a predetermined rate. In its presentation, it provides a way of directly offering material at a timed rate so as to develop ability to perceive correctly, remember well, and understand and interpret quickly and correctly in an organized manner. It helps to develop more efficient reading habits.

OPERATION OF THE PROGRAM

To begin such a reading program with a fifth grade reading class, the teacher must set an estimated starting rate based upon observation of the group, planning to start at a much lower rate than would seem necessary and yet maintaining an average of not less than 70% accuracy in comprehension.

The speed is gradually increased as the rate and achievement of the group demands. By watching the students' faces, the teacher can determine whether the students are following with ease and if their interest is being maintained. If the rate is too fast, the students will lose their places and their expressions will register confusion. If the controlled rate is too slow, the students will tend to glance away while watching for the next line to appear on the screen. We do not hesitate to adjust the rate if there is any sign of restlessness or confusion.

The first few lessons were "get acquainted" lessons consisting of easy reading material presented at a rate at which the entire class could read. Later the class was divided into groups in which each child felt comfortable and satisfied with his reading rate and his score as indicated by the comprehensive test given after each story.

EVALUATION

Classes are divided into three groups, each group reading at a different rate. The pupil feels free to suggest that he might be moved ahead to a faster reading group when he thinks he is ready. This practice puts him on his own. The student needs to attempt the increased speed in order to be challenged. Comprehension may drop 10 to 20 percent with the increased speed, but it ordinarily picks up later. Many, however, will read with even greater comprehension as the faster rate demands more careful attention.

We found it valuable as well as interesting to allow the slower readers to read the material again along with a faster group, thus giving them a chance to develop skimming skills. Many different methods of working with a class may be used as the teacher sees fit. These changes will increase interest and prevent monotony.

We have found our classes have been very interested in this program. The students hate to miss a reading session. We feel that this type of reading program has been very good for our students, and this is indicated by their interest and the increased speed and comprehension they are achieving.

INSTRUCTION, VOCATIONAL

* * * * *

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Penny Sumpter
Commercial Teacher

A MOTIVATING DEVICE FOR TYPING I STUDENTS

INTRODUCTION

The primary purpose of all evaluation in typewriting is to help the student reach his maximum potential rather than to be content to meet minimum passing standards. Different motivating devices can be used to help the student reach his maximum typing growth. A goal or objective for the experience to be evaluated must be set and a measure of progress must be made.

MOTIVATING CONTEST

"Goals for Success—Speed and Accuracy" is the title of a one-minute writing (error free) bulletin board contest used in Typing I classes. The contest challenges all students to try to attain the goal of 100 words a minute without any mistakes. Few reach this goal each year, but all students are motivated to type without error and to increase their typing rate.

The following procedure is used for conducting the contest:

1. At the beginning of the year, each student is given a small construction-paper typewriter symbol with his name typed on it.
2. After a student completes a one-minute writing without errors, his copy is checked for accuracy.
3. If the writing is correct, he then can place his typewriter symbol at the appropriately labeled speed position on the bulletin board.
4. Throughout the year, each time a student completes an error-free, one-minute writing and obtains more words than he has previously typed, he moves his symbol forward on the scale.

EVALUATION

1. These students are able to see the progress they are making throughout the year.
2. This contest challenges each student to compete with his own record for better speed and accuracy.
3. The students enjoy the contest.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Fred A. Schultz
Vocational Agriculture

AN ADULT FARMER PROGRAM BASED UPON THE NEEDS AND INTERESTS OF PARTICIPATING MEMBERS

INTRODUCTION

Sensitive to the fact that many farmers and ranchers in the Laverne area were interested in organizing an adult farmer program, the local high school vocational agriculture instructor solicited the aid of Mr. Dwight Latta, Superintendent of Schools at Ft. Supply, Oklahoma, who had, as a vocational agriculture teacher, organized and directed a highly successful adult farmer program several years ago. Along with several Ft. Supply area farmers who had participated in that venture, Mr. Latta attended the organizational meeting at Laverne, serving in an advisory capacity.

OPERATION OF THE PROGRAM

Nineteen interested persons from the Laverne area attended this first meeting, held on December 22, 1964, and formed the Laverne Adult Farmer Organization. Officers were elected to serve as a core group for planning and implementing a program for each meeting of the year. The core group based the program planning on recommendations received from the group at large. Members decided upon yearly per capita dues of $2.50 and set the time and place of meeting at 7:30 till 9:00 P.M. on the second Monday of the month at the Laverne Vocational Agricultural Building. (At the April 1965 meeting, the group decided to meet monthly October through March on the following year, thus allowing "time out" for the farming season.)

Upon recommendation offered by various members, the planning group devised the following program for the first year's meetings:

January	Topic	Veterinary Problems and Diseases
	Speaker	Dr. R. A. Ivy, D.V.M., Follett, Texas
February	Topic	Fertilization
	Speaker	Prof. Curtis Griffin, Panhandle A&M College Goodwell, Oklahoma
March	Topic	Seeds and Seed Varieties
	Speaker	Prof. Raymond Peck, Panhandle A&M College
April	Topic	Dairy Cattle Feeding
	Speaker	Prof. Jim Sherm, Panhandle A&M College

A discussion period followed each formal presentation, thus allowing each farmer an opportunity to ask questions concerning specific problems.

EVALUATION

1. Membership grew to a peak of fifty-five during the course of the first year's program.
2. Participating members, as well as school and community observers, termed the pilot program very successful and requested the program be continued.
3. The program is now in its third year, and membership has increased.
4. In addition to agriculture-centered topics presented during the third year of the program, talks on farm finances and farmers' tax problems were presented by local business and professional men.
5. The adult farmer organization has provided such satisfaction to the local vocational agriculture teacher because he feels that the farm, the school, and the business communities are experiencing cohesive growth through its operation.

Elk City Public Schools	Prepared by:
Elk City, Oklahoma	Miss Mildred Wogman
Jerry Kirk, Superintendent	COE Coordinator

COOPERATIVE OFFICE EDUCATION

INTRODUCTION

Of primary importance in the planning of any educational program or in the revision of any program are the students. Satisfying the needs of all students, whether college-bound or terminal, is a basic need. Through a well-planned program of both general and vocational education, students are provided with the opportunity to develop a salable skill to enter the labor market at some future date. The expanding vocational program will help to combat the dropout rate by offering these students an opportunity to learn a skill or trade.

Before deciding to offer Cooperative Office Education, the employment possibilities and needs were considered. Elk City, located in the western part of Oklahoma, has a population of approximately 9,000. Although located in an agricultural part of the state, the town has a variety of private and public businesses to employ clerical workers.

IMPLEMENTATION

The course of study to be offered in a COE program depends to a large extent on the background of the students. Since all students had completed one year of typewriting with only a limited number having completed other business courses, a general office course was offered.

The content of the general office course has included a number of different units of instruction, such as spelling, filing, record keeping, office procedure and business machines. Although units of work were set up as teaching guides, care was taken to provide related experiences as an integral part of all other learning activities.

Since all students had a basic knowledge of typewriting, the core of the program was to extend these skills and relate them to all other areas. Through practice sets and workbooks, the other units were developed. More emphasis was placed on filing, business machines, and the different processes of duplicating. Resource people and field trips were utilized.

The teaching of subject matter alone is not enough. Throughout the year the development of attitudes, personality, good grooming, etc., was a related part of each unit. Since surveys indicate that more people lose their jobs because of lack of ability to work well with other people than because of lack of skills, this area of instruction is most important. Employers need employees who are willing to work and eager to learn.

EVALUATION

The Cooperative Office Education program has been successful in this first year at Elk City as evidenced by the following statements:

1. All students have been employed in an office job for the entire year, thereby gaining valuable work experience.
2. The students had access to many kinds of office machines that would not have been available otherwise.
3. The cost of the program has not been excessive since existing facilities and equipment were utilized.
4. Employers have been pleased with the performance of the students on the job thereby furthering better public relations for the business department and the school.
5. Through the Future Business Leaders of America Club organized in connection with COE, students had an opportunity to develop leadership, cooperation, and dependability.
6. Pre-enrollment for COE for the coming term indicates a continuing interest in vocational business education.

Choctaw Independent School District—4
P. O. Box 249, Choctaw, Oklahoma
Dr. L. W. Westfall, Supt.

Prepared by:
Bill T. Draper
Director of Curriculum

HALF-A-LOAF — NOT BETTER?

INTRODUCTION

It is simply great to be able to say, "We are offering fifty-two credits in vocational training. Our kids who cannot attend college are being well prepared. We will sure almost eliminate dropouts."

It is great to offer as many vocational subjects as is feasible and fitting to your students' needs. However, we learned quickly that if we offer these subjects with the idea that we are solving the problem of dropouts and helping those students who are too slow to achieve academically, we may be giving them half-a-loaf. In this case, half-a-loaf does not solve the problem.

Putting a student who has a difficult time with the basic academics in a three-hour vocational course will not help him to finish high school unless the required and necessary academic courses are geared to meet his needs. This fact does not mean we should teach the academics on an elementary level and just "give" a passing grade.

IMPLEMENTATION

At Choctaw, we feel a deep sense of obligation to do more. We are developing an academic program designed to meet the needs of these pupils. Ideally, it is a program which is free of the pressures common to the vocational student who finds himself in a college prep, average, or for that matter, the so-called dumb or slow groups. It is his class. He is an active agent in programming the course of study. He is given every chance to develop a positive feeling rather than a negative distaste toward the academics. We emphasize "doing," rather than verbalizing.

Industry expects to train new employees. Each has unique methods. Even the skilled must be trained. They may be trained only if they are equipped with the necessary basic communication, mathematical and scientific skills in addition to the vocational skills to which they have been exposed.

The objectives are to give the student an effective link with his world by helping him to develop a media of communication suitable for his vocation. He is allowed to think, to write and to speak about his own interests. He is given courses in math which are designed to give him enough knowledge in basic algebra and geometry to meet the requirements for on-the-job training in industry, or to pursue technical or vocational programs in higher education. The student is given related math courses. The stigma of having to take general math is removed. The teacher utilizes laboratory techniques, supervised study and projects geared to the individual's interest.

We have yet to begin to develop a course of study in other areas such as social studies. We see the need and plan to make every effort to give our students the whole loaf.

EVALUATION

More time is needed for any accurate evaluation of this program.

Altus Independent School District—18
P. O. Box 558, Altus, Oklahoma 73521
Clifford Peterson, Superintendent

Prepared by:
Ruth Ferris
Director of Public Relations

"HANDS ON" COMPUTER RELATED MATHEMATICS

INTRODUCTION

Altus is the center of one of the nation's most advanced agricultural areas resulting in scientific irrigation farming, livestock raising and world-famed agricultural industries. It also is the center of one of Strategic Air Command's major aerospace installations and of the Fourth Mobil Communications unit of the Air Force. Mining also has become of major importance. Fourteen miles to the west are gypsum mines and a new gypsum products manufacturing plant. Twelve miles southeast is Oklahoma's first copper mine and processing plant. Newly added to the city's industrial area is a large textile manufacturing plant. ALL USE AND NEED COMPUTER TRAINED SPECIALISTS. It became evident that if Altus schools were to continue to fulfill their purpose in educating youth at least an introduction to computer related mathematics must be offered capable high school students.

OPERATION OF THE PROGRAM

Response was so great when Altus high school students were given an opportunity to study computer related mathematics four years ago it was necessary to restrict regular class sessions to seniors only. Disappointed juniors, who had completed the advanced mathematics necessary, volunteered to come at 7:30 a.m. once a week for a non-credit introductory course. Again response made it necessary to establish two such sections.

Impressed with the advancement of the students, and appalled by the necessity for "hands on" practice to be at the University of Oklahoma, or during occasional moments at Altus Air Force Base, the Board of Education leased Control Data G-15 computer and established one of three public school "hands on" computer classes west of the Mississippi river.

Word of the innovative classes spread rapidly. Interest generated has resulted in visits not only by other schools, but also by faculty members and classes from junior high and upper grade elementary levels. With enlargement of the vocational education program of the State of Oklahoma it was possible for Altus Junior College, a part of the Altus School System, to join the data-processing network of the state. With Altus schools regarded as one of the nation's pioneers in computer instruction the change-over to an enlarged program was made with ease.

At the college level it now is a full two years vocational-technological program. At the high school level it offers capable students an opportunity to use equipment that challenges the most capable.

Installation during the fall of 1966 of an RCA 301 computer, and accompanying IBM printer, card reader, card punch and rapid print accounting machine makes it possible for high school students to continue their study of computer related mathematics in an environment that may be unequaled in the nation.

Admission to the high school phase of the course requires enthusiastic interest on the part of capable students with sufficient mathematics background that they may profit from the experience. In the computer work world in which they will live they will have the knowledge of this complex mechanism which will help them in any scientific, financial, educational, research or administrative field they may enter.

EVALUATION

1. During the initial year Altus entry in the junior computer contest won first place in the nation. The following year Altus entry won the equivalent of third place, and in 1966 the entry won the national second place. This year (1967) Altus had a double-entry which won the equivalent third place rating. Director of the data processing laboratory is considered to be an authority on the subject, and has addressed two national conventions of experts.
2. Enthusiasm for the course, and its pioneer possibilities, inspired students to go a step farther. They organized Alpha chapter of the Future Data Processors of America. They have become founders of a national organization.
3. Former students are now in final years of university and college programs in data processing.

Washington Independent School District I-5
P. O .Box 98, Washington, Oklahoma
Virgil Wells, Superintendent

Prepared by:
Earl Smith
Business Department

HIGHER SHORTHAND SPEED—THROUGH ELECTRONICS

INTRODUCTION

Every shorthand teacher, stop watch and text book in hand, dictating material to future secretaries, has realized that some discouraged, inexperienced students were left behind. There is an answer for this and the ever present problem of being in two places at once. At least, your voice —in "living sound"—can be dictating to one group of shorthand students while you in person work with another group or walk around the class observing techniques and giving individual help. This may be accomplished by equipping your classroom with a StenoTrainer.

THE ELECTRONIC SHORTHAND CLASSROOM

In StenoTrainer-equipped classrooms, the students are proving that this electronic teaching aid helps develop shorthand skill faster. Each student progresses according to individual ability. Those on the fast track can speed ahead and not have to dawdle along while the others catch up. The slower students can repeat lessons until they know them perfectly and not be forced to skip material they'll need later. Also, the teacher is free from the drudgery of timed reading and can give individual help at the moment it is needed.

The StenoTrainer plays back dictation from pre-recorded magnetic tapes—either the same material at two different speeds, or two different types of dictated material. Each student has a selector switch and volume control unit mounted on the desk. Thus, each student may "tune in" on any of the machines. In this way, the class may be divided into groups taking different shorthand lessons simultaneously—without regard for the seating arrangement. A school may expand on this system to make it even more beneficial. It may also be used to the students' and the teacher's advantage in typing classes for use as a dictaphone.

EVALUATION

1. It is equal to two teachers in a classroom.
2. Electronic teaching aid shortens shorthand learning time.
3. Students advance themselves.
4. Teachers can give more individual help.

Guthrie Public Schools	Prepared by:
Guthrie, Oklahoma	Donald Coffin
C. E. Crooks, Superintendent	Vocational Agriculture

INSTRUCTION FOR HORTICULTURAL OCCUPATIONS

INTRODUCTION

A two-hour class in horticulture for vocational agriculture may be rare, yet today it has possibilities for needed training and favorably boosting the general public opinion toward vocational agriculture.

With our cities building rapidly, our population increasing swiftly, and the American trend to make things beautiful—the jobs in the production and distribution of horticultural products create a challenge to teachers and students alike.

IMPLEMENTATION

Guthrie High School is developing a horticulture program that might be of value to other high schools. Next year sixteen second-year students will receive training in managing and growing six major greenhouse crops —tomatoes, poinsettias, hydrangeas, chrysanthemums, carnations, and bedding plants. For example, in growing tomatoes each student will have a bench 3½ ft. x 16 ft. where he is responsible for producing tomatoes. He must plant, pollinate, tie, prune, pick, weigh, and record what his bench produces and then market it. Approximately 90% of the two hour class will be spent doing actual greenhouse work.

A freshman class will enroll in a one hour course of basic horticulture and will spend approximately 50% of its time in the greenhouse. The students will learn the basic principles of plant propagation. Work ranging from seed experiments on scarification to the effect of moisture, temperature and oxygen on germination will be tried. Many new words and terms used in the plant work will be learned. Time will be spent on the identification of greenhouse plants and ornamental trees and shrubs.

One of the problems in beginning a new program is to find instructional material. The Horticulture Department, Oklahoma State University, has been most helpful and cooperative. The book PLANT PROPAGATION, PRINCIPLES AND PRACTICES by Hartman and Kester has been used as a text and covers the fundamental principles involved in plant propagation. Another book, COMMERCIAL FLOWER FORC-

ING by Laurie, Kiplinger, and Nelson provides useful information on forcing flowers.

A good method of keeping up to date is to order catalogues from wholesale commercial sellers of horticultural products. George J. Ball Company of Chicago has excellent information available as do Yoder Brothers. Our students take a greater interest when they see and order their own supplies for their school greenhouse.

A school greenhouse is almost an essential requirement for teaching. We do not plan our vocational mechanics, or office machine vocational training without the necessary machines and equipment. The following equipment is necessary to properly teach vocational horticulture: four greenhouses that are approximately 20 x 50, each separately heated and air conditioned. One of these should have an automatic mist system for propagation. Each house should be fully automatic with lights, and ventilators. A cold storage room is required for hydrangeas, azaleas, and bulbs and should be at least 18 x 14 x 10, divided in the center in order to maintain two separate temperatures. A work room for soil storage, machinery, pots, fertilizers and bench space for individual student work are also essential. Students cannot be trained as they should be trained with make-shift, outdated, inadequate equipment. School greenhouses need to be as modern as the commercial greenhouses. Times are changing so rapidly and plant research is finding so many new things that we must teach our students to continue to study.

Our vocational agriculture instruction in horticulture is aimed at producing students for the commercial world. These students will need to be trained with the idea that they will probably have to build their own greenhouses, grow their own plants and find their own market.

EVALUATION

No objective evaluation of this program is possible at this time. The interest of the students presages excellent outcomes which can be really measured after two or three years.

Stillwater Independent School District—16
Stillwater, Oklahoma
Dr. Gene Pingleton, Superintendent

Prepared by:
James Sanders
Principal, High School

JUNIOR HIGH STUDENTS GIVEN CHANCE TO WORK

INTRODUCTION

Success, rather than failure, might well be the key word in a unique program in the Stillwater Junior High School.

The program is designed to meet the needs of individual students who cannot satisfactorily profit from the regular classroom program. Termed "Special Education", this is the seventh year for the Stillwater system to have a correlated program from grades seven through twelve for students who are unable to achieve successfully in a regular classroom atmosphere.

Stillwater is also the only city in Oklahoma to have such a correlated program with the work opportunity at the junior high level.

What makes the program so unique is its practical approach to education for these special students. While most curriculum concentrates on the academic side of education, this program stresses the practical viewpoint to help these students make a place for themselves in society.

To make this pragmatic idea work, 8th and 9th grade students are employed two hours a day at one of the Oklahoma State University cafeterias where they are under the supervision of the Director of Residence Hall Food Services at OSU.

Students are transported to their jobs by a school bus and given their noon meal at the college dining hall where they work. In most cases, the students do an excellent job. For those students, this is more than just a job—the work project is considered a classroom experience where students learn by doing.

Many of the special students work evenings and week-ends in different phases of cafeteria work if they are needed and want to work. The supervisors on the jobs evaluate the students each nine weeks and also the students evaluate themselves as a means of seeing if they have a realistic approach to their capabilities.

Earning money also encourages these students, who might otherwise become drop-outs, to stay in school. The program originally started seven years ago when James R. Sanders was principal of Stillwater Junior High School. It was known that if students were given vocational training to supplement their classroom work, it would enable them to earn a little money while learning and they would remain in school and realize the value of employment.

Kenneth Rhea, principal of the Stillwater Junior High School, believes the program will carry out the overall goal of education, to provide an optimum education for all children, regardless of their individual needs, differences, or problems.

Since the work program is planned to help the students learn while earning, the class work also takes on this practical approach.

All class work enables the special students to work according to their individual ability and they can advance at their own rate of learning.

The academic work presented to the students includes concrete, every day experiences, and the teacher's approach and material must be geared to the child's own level.

If the class is studying math, students are taught how to manage money or make change or practical situations they will be able to use in everyday life.

In connection with this phase of the work this year, George Berry of Stillwater National Bank, talked to the class about saving money. A field trip was taken by the class to the banks, where each working student opened a savings account. Each working student is required to put 20 per cent of each check into a savings account.

Children learn how to use the telephone and the students frequently use a telephone training program and see films about the correct use of the telephone.

In the language arts area the special students read at their own level and class projects help students develop their reading and listening skills.

Probably one of the most important phases of the classroom program for these students is job orientation. Students learn how to find a job, how to prepare for an interview, how to fill out necessary forms and records, and how to get along with fellow workers and employers.

Interview skits are a favorite project for these students. Here they have a chance to commend or criticize their classmates and tell them how they could improve in preparing for a job.

CONCLUSION

Since everyone has the opportunity to achieve at his maximum level or ability, this work-study program gives these special students a much needed feeling of dignity and self-respect and gives them a chance for success in today's society.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Helen R. Long
Vocational Home Economics

OCCUPATIONAL TRAINING CLASS—A NATURAL OUTGROWTH OF TRADITIONAL HOME ECONOMICS INSTRUCTION

INTRODUCTION

The Occupational Training class is a natural outgrowth of the regular home economics program at Laverne High School. During the 1964-65 school year, the vocational home economics instructor noted several requests from girls who possessed high ability in sewing that a course be offered within the regular school program whereby the girls could apply the skills learned in sewing classes for gainful employment.

DESCRIPTION OF THE CLASS

The class is limited to junior and senior girls who have indicated a high level of aptitude and achievement in sewing skills during the two lower-level home economics courses. Instruction is first given in job acquisition skills, employer-employee relations, and the common courtesies necessary for dealing directly with customers. The class reviews thoroughly the basic techniques of sewing. Finally, through the local press and other means of announcement, persons from the community are invited to approach the girls with actual orders and requests for sewing projects.

Typical projects completed by O. T. girls during the three years that the class has been in operation are as follows:

1. Various alterations
2. New projects, such as suits, dresses, and baby clothes
3. Purses
4. Pep club uniforms
5. Curtains for rooms in local hospital
6. Costumes for servers, annual junior-senior banquet

Those persons having a job order to be placed with an O. T. class member contact the girl at school, and the producer-consumer relationship which follows affords an actual on-the-job experience for the girls in addition to new and varied sewing experiences.

The class included eleven girls the first year that it was in operation and is composed of thirteen girls this year.

EVALUATION

1. Girls enrolled in the class learn that their sewing talents are marketable.
2. Through their experiences in occupational training class, the girl experience actual producer-consumer relationships.
3. Those persons in the community who have sewing needs and who are personally unable to provide for those needs have an available source to meet their needs through the hiring of occupational training students.
4. The girls themselves are offered ample opportunities to seek solutions to specific sewing problems.
5. The girls receive financial reward for their efforts and abilities.

Laverne Independent School District I-1	Prepared by:
Laverne, Oklahoma	Fred A. Shultz
Harry C. Shackelford, Superintendent	Vocational Agriculture

THE PURCHASE OF A VOCATIONAL AGRICULTURE FARM BY A SCHOOL DISTRICT

INTRODUCTION

The Laverne School District realized that many town boys were interested in taking part in the school's vocational agriculture program but that the boys were handicapped by their lack of facilities needed to afford full participation in vocational agriculture projects. If the district provided adequate facilities, town boys could become active participants in an ordinarily farm-oriented school program.

IMPLEMENTATION

To meet the needs of town boys interested in the vocational agriculture program, the local school district purchased a six-acre tract of land bordering the southeast corner of town, to be used for (1) facilities for keeping stock owned by town boys enrolled in vocational agriculture, and (2) space for a vocational agriculture chapter farm.

The six-acre tract of land came with an irrigation well on it that is capable of producing approximately 125 gallons of water per minute. District funds also provided for the construction of 100' x 60' all-metal show barn, complete with a four-stall wash rack for calves, two swine wash racks, and rest rooms. The farm has been sprigged with bermuda grass, but plans call for utilization of the land for pasturing of chapter livestock.

EVALUATION

1. The purchase and improvement of the vocational agriculture farm has encouraged wider and fuller participation in vocational agriculture programs among town boys by giving them a place to carry on needed projects.
2. The purchase and improvement of the six-acre tract has allowed the local FFA Chapter to have a commercial beef feeding program, which is carried on by chapter members at the chapter farm.

Ponca City Public School District—71
Ponca City, Oklahoma
Dr. Allen Robson, Superintendent

Prepared by:
Mrs. Velma Mitchell

WORK STUDY PROGRAM

PURPOSE

The work-study program at Ponca City Senior High School was established to meet the needs of a group of students who were not achieving success in the typical classroom situation. Potential students were screened for the class on the basis of group intelligence evaluations given by the schools. Low scores on these coordinated highly with failure and poor achievement. The students were then given an individual intelligence evaluation. They were placed in the class upon the recommendation of a qualified psychologist.

The students in this class do not all fall within the customary I.Q. levels for Educable Special Education Classes. Some students fall into the slow learners category. Many of these students do relatively well on the performance sections of intelligence tests and do not achieve as well on the verbal sections. This causes their I.Q. scores to indicate greater academic ability than that of which they are actually capable.

IMPLEMENTATION

The work-study program is a coordinated effort of the Ponca City High School and the Oklahoma Vocational Rehabilitation Department.

The school provides classroom instruction and supervised job placement. Vocational Rehabilitation serves as a supportive agency and provides job counseling, assistance in placement and further training (if feasible) after the student has graduated from high school.

This program stresses (1) occupational adequacy, (2) social competence, and (3) personal adequacy. The goals established for this program are as follows:

1. The students should be educated to get along with their fellow men.
2. The students should learn to participate in work for the purpose of earning their own living.
3. The students should develop emotional security and independence in the school and in the home through mental hygiene training.
4. The students should develop habits of health and sanitation through a health education program.
5. The students should learn the minimum essentials of the tool subjects.
6. The students should learn to occupy themselves in wholesome leisure time activities.
7. The students should learn to become adequate members of a family.
8. The students should learn to become adequate members of a community.

This program on the advanced (junior-senior) level is divided into four areas of study. These areas are regarded as four distinct and different high school subjects. A grade or credit is given for each. They are (1) Occupations, (2) Communications, (3) Applied Subjects (Practical Aspects of Science, Social Studies and Computational Skills, and (4) Job Training.

The program on the sophomore level involves only two areas of study. These are (1) Communication and (2) Applied Subjects (computational skills, life science, and social studies). This has been done to enable both sections to receive the basic information the first year of the program. The outline for the advance group will be altered in the second year of the program.

The subjects are divided into units as suggested by various curriculum guides. An effort is made to coordinate these units throughout the year so they will apply to the student's job situation and to the situations he will face after graduation.

Much consideration is given in the program to the individual. It is unrealistic merely to present information for student consumption. A constant application of material to particular life situations is important.

A typical classroom situation has developed in that all students are expected to learn only that material of which they are capable. In this way frustration is minimized. The students are expected to do their best on all assignments. Below standard work for any particular student is not acceptable.

Students are placed on the job for training in a realistic situation. They are evaluated weekly by their supervisors. These jobs are largely in the semi-skilled areas of work such as service station attendants and grocery help. The students are paid for their services—a salary of $.35 an hour during school hours. This emphasizes the fact that this is a training program (a classroom away from the school), rather than a job merely to make money. This salary does not encourage students to go in debt for cars, motorcycles, and so forth. The students simply make enough for pocket money.

The salary has also made job procurement easier. More businesses are willing to hire and train employees if they do not have to invest a great deal of money. Local cooperation from businessmen has been excellent.

EVALUATION

This program is an effort to keep students from dropping out of school and becoming dependent on society. Reports from employers have already indicated that the participants can achieve success. They have proved to be dependable, personable and willing to learn and to adjust. It is hoped that this program will help the students to become productive citizens.

LIBRARY

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Laverne Independent School District I-1	Prepared by:
Laverne, Oklahoma	Sarah T. Moore
Harry C. Shackelford, Superintendent	Librarian

A UNIFIED APPROACH TO TEACHING LIBRARY SKILLS IN GRADES 1 THROUGH 12

INTRODUCTION

Believing that the learning of library skills is necessary at the elementary school level in order to produce a cumulative appreciation of the part that the library plays in a child's education, the school librarian and the teachers of the Laverne school system cooperated in establishing a unified approach to teaching library skills.

OPERATION OF THE PROGRAM

All library books are ordered and processed through the high school library. Those books designated for any of the grade school room collections are marked with a modified Dewey Decimal number and the appropriate author Cutter number. The books are shelved numerically in each of the grade rooms. This system allows a child to learn that each book has a place of its own on the shelf and that the book he wants can be found there if it is not checked out at the time. Furthermore, a child interested in science soon discovers that his favorite books are numbered with the broad Dewey classification of 500. If a poem is needed, the student soon learns to look in the shelf section containing the books marked 808.8 and 811.

A master card catalog is maintained in a central location in the grade school building for use by the teachers, and a card catalog of each particular room collection is kept with its matching book collection for use by the students and the teacher in the classroom.

Having been offered this introduction to the library in the grades, students entering the junior high school adjust readily to the central library situation which they encounter there. Seventh-grade students are introduced to the abridged **Reader's Guide** in reading, social studies, and language arts classes. Back issues as well as current issues of most of the periodicals indexed in the guide are available. Textbooks, often out of date because of the rapidly changing world situation, are supplemented by the use of periodicals, and this approach to recognizing the static quality of much printed information develops a student's awareness to the need for seeking up-to-date information.

Because no study halls are scheduled in the high school library, classes are free to come in by arrangement, and individual students may also come to the library during the latter part of each class period. A variety of research assignments, ranging from short reports to lengthy term papers, are prepared by students making use of library facilities. Thus the students achieve another stage in their development of library skills which had its foundation years earlier when the student was in elementary school.

EVALUATION

1. The students who have had the benefit of this unified approach to the library develop an awareness to the fact that the library is truly a "storehouse" of information.
2. The students also seem to feel a sense of security and independence as a result of their ability to find on their own answers to their questions through the location of authoritative sources of information.

Miami Independent School District I-23
P. O. Box 1040, Miami, Oklahoma
Dr. Doyle L. Monger, Superintendent

Prepared by:
Mrs. Hayden Watson
Coordinator of Libraries

DEVELOPMENT OF AN EFFECTIVE LIBRARY PROGRAM FOR ELEMENTARY SCHOOLS

INTRODUCTION

The scope of knowledge has become too vast to be covered within the boundaries of classroom instruction. Through the school library, these boundaries can be extended in all areas of knowledge and at all reading levels. The extent to which many children will be creative, informed, knowledgeable and within their own years, wise, will be shaped by the resources available within their schools. The school library program, embracing teaching, guidance, and advisory services, forms a unique and vital part of quality education.

IMPLEMENTATION

In October two library aides were hired and trained to do clerical work. We were very fortunate during the fall to have two visits from Mrs. Elizabeth Geis, Assistant Director, Library Resources Division, of the State Department of Education. She attended our meeting with the principals, and was of great assistance in giving official stamp to the program. I made a speech at a PTA meeting at one of the schools which also publicized our plans.

Lincoln Elementary School was chosen as a pilot school which would serve as an example for the rest of the five elementary schools. It is a small (7 teacher, 200 pupil) school from the middle and low economic group. They had a definite problem in that no available space was evident. The entrance hall which is the center of the school is also the auditorium. There is a stage in one section but the east end is available and we hoped that will evolve into an attractive library room.

The next few months were devoted to establishing a system for the library. It was decided that books were to be checked out and not just read in the library. Next, room by room, the collections of books were weeded, mended and cataloged. They were also checked against book selection tools.

In March the principal at Lincoln and several teachers visited the Claremore schools to see how their elementary library program worked. We were favorably impressed with the success of their system of elementary libraries after only one year's operation.

The principal problems we had to overcome were slow delivery on books and supplies, teacher reluctance to give up room book collections and the finding of adequate space for the library.

Our libraries are changing rapidly and we trust that this added service at the elementary level will help Miami elementary pupils to keep pace with the times.

EVALUATION

1. Proved that the 5.1 books per elementary student in Miami given last fall in our inventory was false. Fully one-third of the books at Lincoln were weeded as unfit for use and one-third were not recommended in library tools.
2. Showed that space could be found if the desire is sufficient.
3. Both the teachers and students are eager to have their library in operation.
4. Proved beyond a doubt that every librarian needs clerical aides.

Moore Public Schools
Moore, Oklahoma
Dr. Leslie R. Fisher, Superintendent

Prepared by:
Mrs. Nan Haster

NORTHMOOR ELEMENTARY LIBRARY

INTRODUCTION

Northmoor School opened its central library in September 1964, the first year of the school's existence. A small room in the main office area was reserved for its exclusive use.

The library was to be run on a voluntary part-time basis, open before school, at noon and recess. One teacher was assigned to the overall direction, selection, and classification of books. She also was to find and train the children who were to do a major portion of the checking in and out, carding and shelving of the books.

IMPLEMENTATION

It is amazing and gratifying to find willing, capable children ,age eleven, who love books and understand the importance of the operation of the library. They must also be willing and eager to give endless hours of their time to help run it properly. Courtesy and good manners are a must with these young librarians.

Each year we have been fortunate in finding one outstanding student with a natural talent in tact and organization to be the "Head Student Librarian". Among other duties, this student helped select and train other students for library duties. Usually there are five or six sixth graders on duty. These workers do not rotate as their continual knowledge of the books and the children who read them is very important. In a few weeks they are familiar with all books and can help a child find just the book suited to his needs.

When the library was opened we received 275 well selected, new books from the school administration. They were in circulation as soon as they were placed on the shelves. A new centralized library seemed to attract generous book lovers. One friend donated 125 good quality books that had been in a circulating library and were considered not to be sturdy enough for further travel. Many of these are still in use and have been checked out over a hundred times. The P.T.A. has been more than interested, and has donated $325 toward the purchase of books. Our main source of money for the library has come from the Northmoor Activity Fund. From it we have received several hundred dollars with matching Title III money. We now have 1498 books in circulating condition.

Every book is accessioned in chronological order in a loose leaf book with author's name, title, publisher, copyright date, purchased date, and cost noted. It is given the accession number that is entered on the accession record. That number is placed in two places in the book, on the pocket and on its charging card. It is also placed on all cataloging cards concerning the book. It is simple to keep the cards with numbers of the checked out books in proper file order.

The first year the books were divided into three reading level groups: junior, middle, and primary. This proved to be too confusing in such a small space. We now maintain two reading levels, junior and primary. Fiction and non-fiction books are separated as to subject matter.

The library has maintained a daily average circulation of 102 books so far this year. It will rise sharply after the second semester begins. We then will allow the first graders to have cards and select their own books.

Printed applications are needed. They have spaces for the child's name, grade, and teacher—and must be signed by a parent. We keep these cards on file for a year. It is practical to have a loose leaf notebook containing this information. We need to fine the child to remind him of his carelessness. There are no fines for overdue books. We have found that we must charge a five cent fine for lost personal charge cards. Too many children were not trying to find their cards, would ask for another and end up with more than one book. Books may be borrowed for one week with the privilege of re-checking for another week.

Experience has taught us it is best to have library helpers outside the door to check in returned books. Space is always a problem. Too many of the younger children were placing books back on the shelves instead of in the baskets for recarding.

In order to keep the teachers happy with the centralized library they have been encouraged to check out any number of books to keep in their rooms as long as they are needed. We remove check-out cards; put the teacher's name on them but no return date.

EVALUATION

The work in the library has been hard, with long hours, and much work, but I can think of no greater pleasure than to see a delighted child with a book that he has selected to read and to enjoy.

Lawton Independent School District I-8
753 N. W. Ft. Sill Blvd.
Lawton, Oklahoma
Hugh Bish, Superintendent

Prepared by:
Gene Hancock
Asst. Superintendent—
Instruction

SUMMER LIBRARIES

INTRODUCTION

Approximately 500 students attending nine elementary schools were reading two years or more below their grade level. Approvimately 900 students were reading one year below thier grade level. About 75% of the homes in these nine elementary areas offered very limited reading material. The purpose of summer libraries was to offer reading material and to encourage and aid students in their ability to read and study. The ultimate goal was to increase the reading level of all students in those nine elementary areas.

OPERATION OF THE SUMMER SCHOOL

The libraries in the nine elementary schools were open four hours each morning Monday through Friday for eight weeks during the summer. Teachers in the schools emphasized this fact to the students during April and May and encouraged maximum use of the libraries during the summer. A qualified librarian and one assistant were on duty during the hours the libraries were open. The library program was open to all students who wished to enroll regardless of where they lived in the city. Special emphasis and attention were given to students recommended by teachers, principals, and counselors.

EVALUATION OF SUMMER LIBRARIES

One thousand six hundred thirty-four students consistently used the libraries during the eight weeks period. Comments made by teachers during the current year indicate a general improvement in attitude toward study, and the improvement of general pupil behavior. Parental attitudes toward school, toward books and the services of the schools were improved because of this added program. Many homes had books and reading materials brought into them for the first time.

Clinton Independent School District I-99
P. O. Box 278, Clinton, Oklahoma
J. R. Gilliland, Superintendent

Prepared by:
Ruby M. Alspaugh
Counselor

THE LIBRARY-CENTERED SCHOOL

INTRODUCTION

The Clinton Junior High School Library has grown in twelve years from a gloomy, unattractive room containing several hundred cast-off, worn out, unsuitable books to a modern, up-to-date, and well-equipped library of over seven thousand carefully chosen books. This is not the work of one person alone; it represents the cooperative efforts of the entire junior high faculty under the supervision of the librarian and the principal.

It was not only from the beginning that much improvement was needed but also that the funds were very limited. A project was undertaken which would net at least $600 each year to add to the available funds already allowed for the library. This project became a student activity, and every year enthusiasm and interest in the project increased. This was the beginning of a plan to develop a library which would meet the needs of a rapidly growing scientific age, and at the same time afford a wide variety of reading matter on different grade levels and areas of work. Furthermore, the advent of ESEA provided additional funds with which to enrich and upgrade both equipment and books.

IMPLEMENTATION

1. Book Selection

The recommended lists provided by the Library Resources Division of the State Department of Education and the Standard Catalog served as guidelines in developing a well-rounded junior high library.

In order to accommodate all levels of reading from the second grade level to grade fifteen or above, care was taken to keep all levels in mind when selections were being made. Many of the more popular books were secured in low as well as high reading levels in order to encourage the reading of better books.

2. Research Corner

One of the most popular sections of the library is the corner most carefully arranged for research and special reports. Here the encyclopedias, both general and specific, atlases, geographical and biographical dictionaries, science and chemistry dictionaries, almanacs, supplementary readers, and all reference materials are placed. A desk in this area aids the students in handling the heavy and cumbersome volumes he uses for research.

3. Group Study

Another fine aspect of our library is that it is large enough to accommodate an entire class of thirty-four when they need to come to the library for special units of study under the guidance and supervision of the classroom teacher. Here she introduces them to the materials and makes recommendations for further research in this particular area of study. This is one of the most direct and effective methods used in the development of good work-study skills.

4. Audio-Visual Equipment

The library also serves as a center for the visual aids and equipment of the school. A list of the record albums, film strips, slides, projectors, screens, controlled readers, tape recorder, record player, overhead projectors, et cetera, is given each teacher, and the system for checking out this equipment is outlined.

5. Dictionaries

From the library are dispensed at the beginning of the year a sufficient number of dictionaries for an entire class to have word or vocabulary study in any or all classes. Again, to meet the needs of levels, we have chosen elementary, junior, and advanced dictionaries.

6. Care of Books

It is a point of extreme pride that the books are well-kept with all covers readable, colorful, and intact. This pride accounts, in large, for the minimum of lost or abused books. Twice each year all books with damaged or unreadable spines are sent for rebinding. For that reason worn or damaged books are not found on the shelves. A book, regardless of its age or the period it was written, is most appealing in a bright new cover.

EVALUATION

Clinton Junior High School because of its balance, its diversity of reading levels and interest, its adequate number of books, and the special effort in supervision and guidance to put the right book in the hands of the right person at the right time, is indeed a child-centered, library-centered school.

Muskogee Independent School District—20
Muskogee, Oklahoma 74401
Claude C. Harris, Superintendent

Prepared by:
Claude C. Harris

THE TEACHER-LIBRARIAN PROJECT

INTRODUCTION

Educators and citizens across the country realize that a quality library program is imperative to the quality of the total school program. A student deprived of good library service is a student deprived of a good education. A goal of any library program is "putting the right book in the hands of the right child at the right time."

The classroom teacher also needs help in using the right educational tool at the right time. Keeping an ever-growing quantity of valuable educational aids readily available to teachers and students alike is essential to educational progress for both deprived and talented students. The already overburdened teacher has often been required to assume the additional task of selecting, recommending for purchase, keeping account of, and handling the many library books, which have become available through the various federal programs. He has been asked to be an expert in a field for which he is totally unprepared. The result has been the double penalty to the student through a loss of effectiveness in the use of library materials and the diversion of the teacher from his primary responsibility of teaching.

This situation existed in the Muskogee elementary schools. A recent State Department of Education survey of **School Library Resources and Other Instructional Materials** revealed that fifteen Muskogee elementary schools have acquired library resources, but that the pupils were being deprived of the facilities available because of the lack of trained personnel.

IMPLEMENTATION

A Title I project was developed to train a teacher-librarian for each elementary school. Each was to be taught a simplified form of the Dewey Decimal system and to be prepared to assume responsibility for the library service in his or her elementary school.

The certified librarian who is in charge of the Materials Media Center instructed seventeen teachers in simple library procedures. The instruction provided fifteen hours of in-service training, based upon the following objectives:

1. To train teacher-librarians to provide maximum usage of available library resources.
2. To establish a uniform catalog system throughout the Muskogee elementary schools.
3. To assist and make available library materials of interest and of ability levels for all children in Grades 1-6.
4. To help classroom teachers in the selection of library books and other materials.
5. To process recommendations from the classroom teachers and to advise the principal on library purchases for continuous upgrading of library resources.
6. To work with the certified librarian at the Materials Media Center to provide maximum service to all children and teachers.

Each elementary principal selected one teacher to be trained. The director used the **The Teacher Librarian's Handbook,** 2nd ed., Mary Douglass, A. L. A.; **School Library Routines Visualized,** Davis Division of Demco Library Supplies, Library Research Service; **Simple Library Cataloging,** 4th ed., Susan Grey Akers, A. L. A.; **Children's Catalog,** 11th ed., Edited by Rachel Shor—Estelle A. Fidell, W. W. Wilson; **Subscription Books Bulletin Reviews,** 1964-66, A. L. A.; **Dewey Decimal Classification** and Relative Index, 9th Abridged Ed., Forest Press, 1965.

The meetings were held in the Materials Media Center where the teachers became acquainted with material available for use in their schools. Part of the time was used as laboratory session.

During the weeks of instruction, the trainees assisted by the principal, began to assemble books in a central place and, using the simple Dewey Decimal system that was adopted for all elementary schools, began to catalog and set up a library program adapted to the individual school. Each principal and teacher is working on class and library schedules for next September so that children and teachers may obtain maximum service from and use of the materials now available. The daily program for the teacher-librarian will provide time for work in the library. Recommendations for purchase of additional books will be her responsibility. She will also assist the director of the Materials Media Center by acquainting the teachers in her building with materials that are available in the Center for their use.

EVALUATION

Since any worthwhile measurement of this project must be based on what it does for students it is not possible to give a meaningful evaluation at this time.

SPECIAL EDUCATION, STUDENT GROUPING

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Catoosa Public Schools
Catoosa, Oklahoma
Watie V. Twist, Superintendent

Prepared by:
Verl A. Teeter

A PROGRAM FOR THE RAPID LEARNING PUPILS IN THE CATOOSA ELEMENTARY SCHOOL

INTRODUCTION

In the fall of 1965 the Catoosa School officials decided to establish separate classes in elementary grades for the fast learning pupils. There were not enough intellectually gifted pupils to form a class in any of the grades. There were, however, a sufficient number of bright pupils to establish separate classes in each of the grades two, three, and four.

IMPLEMENTATION

At the beginning of the school year approximately thirty-five of the brightest pupils were chosen from each of the second, third, and fourth grades and placed in separate classes. They were identified and screened by several criteria; teachers' judgment, standardized mental and achievement test scores, marks achieved in classwork, drives, interests, study habits, and reading progress in the SRA Reading Labs. The teacher evaluation was based largely on the following characteristics:

1. Learns rapidly and easily. Takes his work seriously. Finds much satisfaction in doing it.
2. Reasons things out. Thinks carefully. Comprehends meanings.
3. Retains what he learns without much repetition or rote drill.
4. Has a large vocabulary which he uses easily and accurately.
5. Reads books that are from one to two years in advance of his grade.
6. Does work in arithmetic one to two years in advance of his grade.
7. Has a wide range of interests. Asks many questions.
8. Is alert; a quick thinker.
9. Expresses himself clearly in writing and speaking.
10. Is emotionally stable.

The teachers chosen for instructing the accelerated classes were selected by the elementary principals and the director of reading and guidance. They were selected primarily on the basis of their efficiency, enthusiasm, adaptability, ingenuity, interest, and experience.

The SRA Mental Test of Ability and the SRA Achievement Tests were administered to the fourth grade during the latter part of the first semester. Similar tests were given the second and third grades early in March. The test results were very gratifying.

Approximately seventy-five percent of the pupils in the homogenous groupings ranked in the upper ten percent of the nation. (90 to 99 percentile). The same tests were given to all other pupils in the regular classes and all but two of the thirteen classes made scores equal to or above the national norm. The two classes that failed to make the national norm score had I.Q. averages of only ninety-two.

These special classes for the rapid learning pupils are practically the same as the regular classes except that the pupils advance at a much more rapid rate in all subjects and the course is enriched by placing greater stress on more and wider reading, individual research, written, and oral reports. The pupils in these accelerated classes are advancing so rapidly in reading that they will be using the junior and senior high school labs when they reach the sixth grade. It is also likely that most of the pupils will be able to study algebra in the eighth grade.

EVALUATION

We believe that homogenous groupings of the rapid learners has several advantages, some of which are:

1. A bright pupil learns better and faster when placed with other pupils of similar intellectual levels. Competition is keener and it motivates him to work harder to keep up with his classmates.
2. A bright pupil profits most when working in challenging situations. He does not need much rote drill and can do more independent work.
3. A bright pupil placed with a group on his intellectual level is forced to measure his abilities more realistically. He is stimulated and challenged to progress beyond his age grade level.

Stilwell Public Schools
Stilwell, Oklahoma
H. D. Gound, Superintendent

Prepared by:
H. D. Gound,

ADAIR COUNTY SPECIAL EDUCATION SERVICES CENTER

Adair County, for the past several months, has been working on a plan for a Special Education Services Center to provide those services for the pupils in the county whom the teachers have not had the time to adequately help in the normal classroom. This plan includes not only the children who are readily recognized by both the lay and professional personnel but also those children who have a retardation a disorder, or a developmental defect in one or more processes of speech, language, reading or other school subjects, who do not appear to profit or develop under ordinary instructional procedures but who require special education.

The involvement of the teachers and interested groups was a very important phase of the program. A five scale rating form on six items of behavior relating to educational growth was distributed to the teachers for each school child in Adair County. The planning staff tabulated and compiled the results per each item of behavior. In the survey, it was found that 2.35% of the students were handicapped in vision, 1.02% in hearing, 3.25% on locomotion, 7.96% on communication, 20.18% had a severe reading problem, 16.69% had a mild reading problem, and 7.80% were handicapped in psychological acceptance.

All of the elementary and junior high school students in the county had been given the Stanford Achievement Tests under Title I in the fall of 1966-67. The results were tabulated and analyzed for each school. It was found, for instance, in paragraph meaning 28.51% of the pupils were retarded 1½ grade equivalents below the national norm, and an additional 16.12% were retarded 1% grade equivalents below the national norm. The actual figures corroborate the teacher's estimate. A bilingual problem exists in the county because of the large number of Cherokee speaking families. Many Indian children have difficulty because only Cherokee is spoken in the home. Further study will be made in each of the six areas of behavior to verify those pupils who need special help and the extent of deprivation. A county norm was constructed on each of the subtests of the Stanford Achievement Test, and a list of all students who were at least one and one-half grade equivalents below the national norm was given to the respective teachers of these pupils.

Realizing that it is not enough just to point out strengths and weaknesses, the planning board, consisting of the planning staff, the four high school superintendents, the county superintendent, and several teachers and lay people, were involved in placing the project before the county. Several meetings were held with principals, teachers, and interested groups such as the Kiwanis Club and Mental Retardation Council. Specialists from the Muskogee Regional Guidance Center, Northeastern State College Speech Department and Oklahoma State University Reading Clinic conducted a workshop with the county-wide teachers meeting. A bus trip was taken by local residents and teachers to the Arkansas Children's Colony, and the planning staff visited several Title III projects which were in progress. Under Title I psychiatric services were made available sixteen hours per week to the county schools through Dr. Dean Harris, Muskogee Guidance Center.

All of this has been done as a preliminary base for a Special Education Services Center for the county. This project has been approved to be put into operation in 1967-68. When one shares, he cares, therefore, involvement has been important in the personal development of each teacher.

Marlow Independent District I-3
P. O. Box 73, Marlow, Oklahoma
Paul L. Babiak ,Superintendent

Prepared by:
Paul L. Babiak

AN ELEMENTARY GROUPING PLAN

INTRODUCTION

This school system entered into a grouping plan similar to the "Joplin Plan" this school year. The students were grouped in three areas: language arts, arithmetic, and science. Within these areas the students were placed in the low, average, and high groups. The students were heterogeneously placed in a home room for other subject areas and were homogeneously grouped in the three areas mentioned above.

BASIC OPERATION OF THE PROGRAM

At the beginning of school, the students in the elementary school were grouped, based on standardized test results, teacher evaluation and teacher recommendation. Using the criteria mentioned, the students were placed in either the low, average, or high group in the areas of language arts, arithmetic, and science. The program was so designed that a student could be in the average group in one subject area and in either the low or high group in another area. This system was used to allow a teacher to teach the child at his attainment level. The program was flexible enough to allow movement between groups at mid-term. Using this grouping method, a teacher always had a homogeneous group when teaching in the areas of language arts, arithmetic and science.

The program cannot truly be evaluated effectively at the present time as it will have to be in operation for another year or two before accurate evaluation can take place. Overall, a subjective judgment of the program shows that the program has its merits. The teachers are able to teach more and seem to be able to spend more time on teaching when the students are homogeneously grouped. As in other grouping efforts there are certain problem areas. The slow learner (not low enough in I.Q. for Special Education) still presents a problem in this grouping plan, just as he does in a traditional classroom arrangement.

EVALUATION

At present, in our current evaluation, we find that less than 1% of our students are in two separate groups, i.e., low and average or average and high. Therefore, we may go to strictly homogeneous grouping in the three areas next year and allow no lateral movement from one group to another. Another problem that exists within the program is the movement from class to class in that the students have difficulty in keeping up with their books and materials.

Overall, we feel that the program has been successful, and with some minor modification, we will continue it.

Burns Flat Independent School District
Burns Flat, Oklahoma
Dr. C. C. Holcomb, Superintendent

Prepared By:
Dr. C. C. Holcomb

BLOCK-OF-TIME TEACHING

INTRODUCTION

When the Burns Flat Schools began to grow at a rapid rate in 1959, the administration realized the need for developing a junior high school curriculum which would better bridge the gap between the elementary and secondary schools. Students were coming from all over the world with enrollments in a wide variety of subjects. Problems of assisting pupils in making the transition from the 6th grade to junior high school were greater due to the fact that about one-third of the pupils were new each year.

Each student would likely have four or five different teachers during the day in a departmentalized junior high school with the result that teachers did not have time to get acquainted with the students and understand their problems which are common to students of this age group.

IMPLEMENTATION

One proposed method of providing greater assistance in implementing the articulation function of the junior high school was block-of-time teaching. In spite of the lack of preparation by teachers and scheduling difficulties, all 7th grade students were placed in a two period block with the same teacher for both periods. The Language Arts Block includes reading, spelling, grammar and writing. Future plans are being made to extend this method of teaching to the 8th grade and in other subject combinations.

EVALUATION

1. More time is available for the teacher to get acquainted with the pupils and to discover their many problems.
2. Provision is made for teacher guidance and counseling with pupils. Junior high school pupils have plenty of problems .
3. There is less rigidity in curriculum structure.
4. Some of the home-room activities can be performed in the block-of-time.
5. Supervised study can be provided with better success than in a study hall.
6. Teachers have time to use remedial materials in helping students who have reading problems.
7. The teachers have freedom to use the two period block-of-time according to the needs of pupils.
8. Students who have a need for improvement in writing or spelling can get the necessary attention.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Eunice Aldrich
Speech Therapist

IMPLEMENTING A SPEECH THERAPY PROGRAM IN A SMALL SCHOOL SYSTEM

INTRODUCTION

A child should have the opportunity to develop acceptable speech habits, because speech is a faculty that people use throughout their lives.

Cognizant of this fact, Laverne School District I-1 began to question the lack of speech therapy services in the school system. Careful observation of the student population showed a definite need for at least a modified speech therapy program and plans were lead for establishing one.

OPERATION OF THE PROGRAM

The school administration searched for a classroom teacher willing to spend three summers in school in order to qualify for a conversion certificate in speech and hearing therapy. A local 6th grade teacher agreed to these conditions.

After completing one summer's work, the teacher limited her cases to those children having sound substitution problems. Because of the limited size of the school (approximately 650 students in grades one through twelve), the teacher worked a half day in speech therapy and the other half in a regular classroom situation.

After each summer's study, she was able to add pupils with other speech problems of varying difficulty to her case load.

In class operation the children meet with the therapist in groups of two to four members twice a week for thirty-minute sessions. After a few weeks of school, parents are invited to visit their child's speech class and observe the work being done. The parents are then counseled as to how they can best help their child at home.

EVALUATION

The addition of a speech therapy program to the school's services has fulfilled a definite need to the children of this district, since pupils in need of therapy would otherwise have to travel a considerable distance in order to have the benefit of professional attention.

Many children have already overcome sound substitution difficulties and no longer need special speech help. The "twinkle" in a child's eyes as he gains self confidence from knowing that he speaks better is a great reward to the therapist.

The teacher felt that she had limitations with only one summer term in speech and hearing instruction behind her as she initiated the program. However, her previous experience in the classroom helped her to understand the child's needs, problems, and limitations as well as giving her valuable insights in regard to working with teachers and formulating a schedule built upon a released-time basis.

Kingfisher County Schools
P. O. Box 57, Kingfisher, Oklahoma
Tom G. McGee, County Supt.

Prepared by:
Tom G. McGee
Sponsor-Director

KINGFISHER COUNTY COOPERATIVE SPECIAL EDUCATION SERVICES PROGRAM

INTRODUCTION

This venture into innovations in education under the ESEA is designed to plug the gap between the summer school sessions under Program No. 66-903 Title III, ESEA, and to reach those children who did not volunteer for enrollment under that program.

It is a "tool subject improvement program." Emphasis is placed upon remedial reading, mathematics and the language arts. The instructors operate on a six-day tour in two school systems each; four days in the larger system and two days in the smaller, out of each six school days.

The voluntary attendance is restricted to the child with a tool subject problem. He leaves his regular classroom for twenty to thirty minute periods of instruction by the special instructor. The number before the special instructor at one time is never more than five, but may be one or two.

IMPLEMENTATION

This program ties well with Kingfisher County Title I Coop. No. 333, ESEA, whose major emphasis has been consultant service in the schools by specialists from Oklahoma State University and Central State College. The consultants, whose duties include service to the entire faculty, spend much of their time with the special instructors and their problems, since, in many cases, the problem of one is the problem of the other. It is the opinion of the administrators that, without consultant service, any program is handicapped.

The Kingfisher Co. School Admin. Assn., Inc., planned this program to point special emphasis and attention to (a) those children with definite tool subject mastery problems, (b) those in whom a desire must be created before they may develop their efficiency, knowledge and ability in the use of the academic tools of learning, (c) and those in whom a feeling of accomplishment must be experienced before success can be achieved.

The members of the Kingfisher County School Administrators Association, Incorporated, designed this program to take the child where he is and encourage him to climb as high as he can in the one brief hour of forty-five of his long summer days. Enrollment is voluntary. The child may enroll in not more than two one-hour courses. All of the latest and most modern methods, equipment and supplies related to the tool subjects are used by the instructors. Each summer's session opens with an in-service training period for the staff of teachers, under the direction of college professors and college trained consultants who are experts in their educational fields. Specialists are also employed as consultants during the summer session. They confer with the instructors, do demonstration teaching and work directly with the students in all six of the county's summer school centers.

This program is open to all children of the county enrolled in both the public and private schools. It is carried on cooperatively at the centers located at Okarche, Cashion, Omega, Dover, Kingfisher and Hennessey. It is Title III, ESEA, P. L. 89-10 of 1965, financed.

EVALUATION

It is not possible at this time to give an objective evaluation of the program.

Stonewall Independent School District—30
Box 365, Stonewall, Oklahoma
Sybil Stokes, Superintendent

Prepared by:
Sybil Stokes,

REMEDIAL SUMMER PROGRAM FOR UNDER-ACHIEVERS AND SLOW LEARNERS

INTRODUCTION

The basic philosophy of this school district is to provide an educational program that fits the interests and needs of children of this area. Those of us in the field of education know that this is a difficult task. The tremendous differences in ability of children add to the problem. We know that we have less trouble with those children of high ability than those with lesser ability. We also realize that we can't abandon the lower achievers, so we must include in our program some plan to help them. We have attempted such a plan and feel that we have had good results.

OPERATION OF THE PROGRAM

The idea was to offer a remedial summer program covering the age group from kindergarten through the 8th grade. The work was in the basic subject matter fields of reading, mathematics, and language arts. The kindergarten was designed to prepare the beginning students for the fall semester. The program ran for a period of six weeks with four hours of classwork each day. Careful testing was an integral part of the program to determine weaknesses as well as achievement. In this way the teachers could concentrate on the weaker traits of each child. With small groups the teachers could spend much time in individual instruction.

One of the more rewarding aspects of the program was the interest shown by the pupils. With some of the regular formality of school removed they entered into the work with much more enthusiasm. They were also working with children of similar ability so that they felt equal.

In the initial program more time was devoted to reading than any other phase of work. Through the use of numerous teaching devices plus a thoroughly trained teacher we feel that much was accomplished in this area. The inability to read well was the most common cause of weaknesses. This fact prompted our decision to allow more time in this field.

It is recognized that we have not solved all of our problems but test and observations indicate that we have made progress. Results were sufficient to indicate that another program this summer would be worthwhile.

EVALUATION

1. Tests show improvements in all fields in practically every child.
2. Teachers report that the children have done better in their regular classwork.
3. Considerable teacher preparation is necessary in this program.
4. Teachers must be interested and patient.

5. Use of many teaching devices is necessary.
6. Careful record keeping on each child is a must.
7. Children must be carefully motivated at all times.
8. Lessening classroom formality resulted in good attitudes.

Union Public Schools
Route 4, Broken Arrow, Oklahoma
R. B. Grove, Superintendent

Prepared by:
R. B. Grove
Jim Bradshaw
Donna Voth

SPECIAL EDUCATION: A BINARY PROGRAM TO DEVELOP UNACHIEVED POTENTIAL OF THE EXCEPTIONAL CHILD

THE PROBLEM

Enrollment in the Elementary School of Union Public Schools has increased 15 percent in the last 2 years. This rapid growth has made it increasingly difficult to provide each child an educational program suited to his needs. As the enrollment increased, the number and variety of problems also increased; particularly concerning the exceptional child who deviates markedly from what is considered normal growth and development. These children have mental abilities ranging from retarded to gifted and do not develop acceptable or sufficient achievement within the realm of the "normal" class. Some children have learning disabilities while others need to be challenged to work towards their potential.

There are approximately 35% of the first grade children who have not attended kindergarten. About 60% of the first grade children do not get the readiness training they need and do not keep up with their classmates.

As enrollment increased, teachers had more difficulty inspiring the gifted child and developing the slow learners. Such was our problem and we set out to resolve it.

THE PROGRAM

The binary program consists of a special education class and a reading clinic. The special education class is oriented towards primary-level activity. It is a transitional class for first graders needing readiness. It is a developmental class concentrating on bringing first and second graders to a level more commensurate with their ability and/or grade level.

The reading clinic is also a special education class but one which teaches reading to exceptional children in grades one through six. It develops both mechanical and comprehensive skills. It provides a non-pressure group environment, a sanctuary to socially unacceptable children and a challenging learning situation for accelerated students.

The philosophy of the special education class is to activate the mental, physical, social and emotional potential of the child. Educational needs of each child are assessed by diagnostic testing. Then the children are grouped according to similar needs in reading. The children in need of reading readiness concentrate on activities in this area, while the beginning readers develop at their individual rates in small groups and through individual instruction and reading. Mathematics is also taught in group situations, each child progressing at his individual rate. The groups are flexible in that a child may need help in one group at one particular level but require help at a different level in another group.

A variety of materials were used in an effort to develop all phases of the individual. An important provision of the program was the assurance of success for each child on several levels.

The unit method of teaching as applied to science and social studies encourages the children's participation and social cooperation in these areas. This method is particularly suited to a mixed-grade class, as each child can work at his level.

The reading clinic encompasses remedial, corrective and developmental reading with students from the first through tenth grades. These students are both below grade level with a variety of problems and above grade level with potential beyond their achievement.

The clinic has a variety of materials including many books chosen for literary content, machines and workbooks to develop and increase rate of comprehension, and workbooks and aids to develop mechanical and comprehension skills.

Accelerated students participating in the reading clinic program are in the fourth, fifth and sixth grades. Lessons for these students are aimed at challenging them to higher levels including imagery and figurative language, seeing central ideas and relationships, making inferences and judgments and thinking critically.

Remedial students are given a program of basic skills at their individual reading levels using story interest as the basis of the reading lesson. The more complex skills in the comprehension area are developed simultaneously with the basic mechanical skills as the child's potential permits.

Corrective students are referred to the reading clinic for help in a specific area of a reading skill. Concentrated study in the weak area is provided by the reading clinic and these students are usually released within a semester.

Reading lessons are given in small groups of two to eight students. Groups are based on instructional level, similarity of diagnosed needs, and general personality traits.

EVALUATION

The finest result of the binary program is the improved attitude of the child towards himself. Development of confidence is evident.

The students' attitudes toward school have changed. They are proud of their successes and are working harder to achieve more.

Growth is evidenced in verbal and written communication, longer attention spans, social skills, and motor skills.

Actual academic achievement is evidenced by test results, greater participation in classroom situations, and material covered.

A further result of this program is the increased use of facilities such as the library, book mobile, play equipment, reference books and audio-visual equipment.

Perkins Public Schools—District 56
Perkins, Oklahoma
John B. Willis, Superintendent

Prepared by:
Walter O. Peterson

SPECIAL EDUCATION FOR THE EMOTIONALLY DISTURBED

INTRODUCTION

For a long time, people who have worked with juvenile delinquents have observed that these children have a very difficult time in the public school. In our program, we have found that many juvenile delinquents are emotionally disturbed. Psychiatrists and psychologists who test for the juvenile courts that send us our boys have substantiated this fact. We have suspected that these boys have not learned in school because they have been emotionally upset to the point that learning is very difficult. Therefore, a special education classroom for emotionally disturbed children was inaugurated as part of the Perkins Public School program.

IMPLEMENTATION

This classroom has a beautiful natural setting, surrounded by beautiful trees, large meadows, fish ponds and the Cimarron River. The classroom is part of a well-built, large home, built by the I-O-A Foundation from donated funds. We are attempting to establish with this school a new setting with a new family to join and become a part of, and a new opportunity to start again by finding a stable environment, in a rich setting for each boy's self expression.

Because of the nature of the curriculum, the schedule has been very flexible.

We have found in our classroom that emotionally disturbed boys were deficient in two main areas, reading and arithmetic. Our basic goal has been to improve skills in these areas.

Because we were starting a new program this year, it took some time to receive all of the reading materials that a group of specialists from Oklahoma State University reading clinic recommended. While we were waiting for our materials we spent time on math, language, and individualized reading.

Advanced reading students from the Oklahoma State University reading clinic have spent over 200 hours working with individual students. They have worked with boys with low reading ability, while our more advanced students have worked in the classroom under teacher supervision, with a program recommended by the OSU reading clinic. Materials used have included: Jenn Publications Phonics Work; Readers Digest Skill Builders; McGraw Hill, New Practice Readers; Sullivan

Associates, Programmed Reading; Websters Classroom Reading Clinic; Conquests in Reading; supplemented with library materials.

Our arithmetic program consisted of teaching the basic facts. Students used flash cards with the facts on them. Later, we used tape recordings and had speed drills. We hope to have more remedial materials to work with next year.

We have participated in physical exercises daily, using Dr. White's standing exercises, plus sit-ups and push-ups. We have used this as our morning "Tension-Breaker" at 10:30 A.M.

Arts and crafts period has been our main "Tension-Breaker." Boys who are emotionally disturbed find it difficult to concentrate for long periods of time, and this has provided a time of relaxation and a time to pursue individual interests. We have done a variety of things during this period. These include: carving leather, painting and other art work, making rope with our own rope machine and various craft projects. At times this period has had an agricultural emphasis. We have used this time to plan our garden, tying it in with the school by making a variety of reports about it, and then actually planting it. We have made several field trips, including nature hikes, making a map of our ranch, and trips to teach different camping skills.

There is an advantage in our natural setting, with the surroundings of a pleasant nature with trees, birds, and animals, and its removal from the regular school setting.

There is less defeat to the boys because it gives them an opportunity to accomplish things in a group of boys who have serious behavior problems in common. The boy is dealing with an environment on his own level, where, when properly directed, he can learn to understand the "WHY" of his behavior by seeing it in other boys as well as himself. He is not constantly comparing his behavior and failure with the success of normal boys.

We feel that separation from the regular school grounds, in private school settings, is essential to the therapeutic needs of emotionally disturbed children. When they arrive here, they are too interested in themselves, and they are too disturbed to cooperate in a regular classroom.

We also feel that when transfer from our school back to the public school is necessary, that the boy should continue to live with us while he makes adjustment in the regular classroom.

EVALUATION

1. All of the boys have made considerable growth in reading skills.
2. Some have progressed both emotionally and academically to the point that they have become regular students in the Perkins Public Schools.

Perry Independent School
Perry, Oklahoma
Gene Gower, Superintendent

Prepared by:
Gary Kirtley
Elementary Principal
Alice Karpe

SPECIAL EDUCATION IN PERRY ELEMENTARY SCHOOL

INTRODUCTION

The program was organized to assist those students who are educable mentally handicapped possessing intelligence quotients of approximately 50-75.

The educable mentally handicapped are children who can be taught some academic work, but who are mentally retarded to the extent that their development is hindered in the regular classroom.

The special education teacher begins her instruction to the individual child at his level and progresses from there at the speed the child sets for himself. The program is also geared to meet the child's interests and personal needs.

IMPLEMENTATION

Our special education program was initiated in January 1966. It was organized as a core curriculum program. The class originated from teacher referrals followed by psychological tests by a trained psychologist. The class included students from second grade through sixth. The effect of the class was immediately apparent to all teachers in the regular classes. Discipline problems decreased. Teachers had more time for regular activities.

There was some adverse reaction by students and parents in the initial stages of the program, but after the first semester of operation there were many requests by students and parents alike for placement in the class.

Several students have progressed enough to allow replacing them in regular classrooms. At the age of fourteen, the students not showing enough progress to be returned to a regular classroom will be sent to a special education class now being organized at the junior high school.

Present plans are to develop the program through high school and it is hoped that those completing the program will be presented a diploma with a transcript showing the work completed. When the students reach high school age, the opportunity for vocational training will be offered.

Every effort has been made to see that these students have the same social experiences as the other students in school. They are included in the music, band, physical education, and other extra curricular activities. This is done so that our ultimate goal, to make each student a productive member of society, may be attained.

EVALUATION

We believe that many educationally deprived students with special teachers, special instructional aids and individual attention will begin to achieve as they have never achieved before.

This program also helps to identify physically handicapped, mentally retarded, socially maladjusted and emotionally disturbed students so that an earnest effort can be made to correct these conditions.

Blanchard Independent School District I-29
P. O. Box 38, Blanchard, Oklahoma
A. J. Terrel, Superintendent

Prepared by:
A. J. Terrell

SPECIAL PROGRAM FOR ACCELERATED STUDENTS

INTRODUCTION

The philosophy of Blanchard School is to provide educational opportunities which will allow each student to develop his education to the fullest, keeping in mind his interests, his abilities and limitations.

OPERATION OF THE PROGRAM

During the summer of 1966, we had approximately one-hundred-sixty students in grades 1 through 9 involving reading, language, and mathematics for students who needed additional help in these fields. In addition to this we had a program for the accelerated students involving twenty-four students in the first six grades in one group, and twenty-four students in grades 7 through 12 in another group. Each of these two groups was supervised by an excellent teacher. The students we felt were academically deprived, because in the conventional classroom they had been limited in their rate of progress by students who were less academically endowed. We provided them with reading material, encyclopedias, and workbooks in the particular field in which they were interested. In the upper grades students chose between the fields of chemistry, mathematics, literature, and others. The workbooks which they had gave references where material could be found in encyclopedias for the particular subject they were studying. In the lower grades most of the work was done on the project method, allowing students to explore many fields in which the group was interested.

EVALUATION

We feel that this program provided an excellent opportunity for students of high academic ability. It furnished good practice in research and study skills. The comments from students and teachers were quite complimentary to the program.

Osage County Schools
T. E. Allen, County Superintendent
Pawhuska, Oklahoma

Prepared by:
Dr. Bill Riddle
Director of Special
Educational Services

SPEECH THERAPY PROGRAM

INTRODUCTION

The need for speech therapy in the schools of our county and the inability of local districts to offer such specialized training led the Osage

County Special Educational Services to provide the service described below.

IMPLEMENTATION

The speech therapist's responsibilities are screening, testing, diagnosing, and instructing. In order to have a quality speech therapy program, an orderly procedure is necessary.

The first responsibility of a speech therapist is to screen all students if it is possible. In the screening process the therapist will administer a short articulation test; the therapist will also converse with each child to determine if defective speech is present in connected discourse. In observing the students during the screening process the therapist should look for articulatory defects, voice problems (nasality), stuttering or any organic disorder that may prevent good speech.

After the students have been selected through the screening process, the therapist will administer several other tests. The first of these tests will be an articulation test to determine the amount and extent of the articulation problem. The therapist should check the oral structure to determine if any physical anomalies are present which would prevent the correct production of speech. A hearing test is also given to determine if a hearing loss is a factor in a speech problem. Often an intelligence quotient is a useful aid in working with children who have poor speech. For this reason the therapist often administers an intelligence test to his children.

After the compilation of a caseload and the diagnosis of the speech problem, instruction will begin. The length and frequency of instruction is determined by the size of the therapist caseload and the severity of the speech problems. In a "normal" caseload, a class of 3 students will be seen at least twice a week for 20 minute periods. This should be sufficient instruction to determine progress. Sessions that meet twice a week are also of sufficient length to motivate good speech habits.

The students are released after "carryover" (established speech habits) has been effected. The students that are released should be reevaluated at a later date to determine if correct speech production is still present. All students receiving speech therapy should be evaluated at regular intervals to determine the amount of progress in speech skills.

The therapist does not relegate his responsibilities according to the clock. Because of his training, he is available for other screening programs such as audiometric and visual screening. The therapist provides informational and education services to the public when he is called upon.

The intra-departmental services are many and varied, but one of the prime responsibilities of the therapist is to keep accurate referrals to those interested, such as other teachers and counselors. Cooperation between departments is vital in developing the child who is in need of special services.

EVALUATION

No meaningful evaluation of our speech therapy program is possible at the present time.

Corn Independent School District—107
P. O. Box 8. Corn, Oklahoma
Bob Mooneyham, Superintendent

Prepared by:
Bob Mooneyham,

SUPPLEMENTING THE SELF-CONTAINED CLASSROOM WITH TEAM-TEACHING ART PROGRAM AND AN UNGRADED READING PROGRAM IN CORN GRADE SCHOOL

INTRODUCTION

The elementary teacher, confined to a structured self-contained classroom, laments the need for more class time in which to accomplish class goals. The teacher is also confronted with the ever present problem of teaching "X" number of students with a wide range of skills, abilities, and talents. The program outlined below was not designed to replace learning activities in the self-contained classroom. It was intended to be supplementary to the teaching techniques employed there. The program has provided needed time for daily instruction in all areas of the elementary curriculum. It has also made allowances for the differences in reading skills and abilities that predominate in a self-contained classroom.

PLANNING THE PROGRAM

The program was developed by the classroom teachers most affected by the two problems mentioned in the introduction. The teachers in the upper three elementary grades realized at the beginning of this school year the need for streamlining their classroom time and at the same time, meeting the needs of individual students, especially in the area of reading instruction.

PROGRAM ORGANIZATION

Plans of organization were developed by the classroom teachers, guidance counselor, and the principal. The plans called for the elimination of art instruction in the self-contained classroom. Instead, art would be taught in a three-teacher team situation in which all students in grades 4. 5, and 6 would participate at the same time in one all-purpose room. Methods of art instruction employed in this one hour per week program include aesthesiometry, aluminum crafts, seed pictures, soap sculpture, tempera paints, water colors, and crayola work. Team planning with each teacher responsible for a particular method best characterized lesson planning in the art program.

The idea of this program being supplementary to the self-contained classroom is especially true with the ungraded reading program. The organization plan called for each teacher to continue reading instruction in the self-contained classroom. However, compensation for differences in skills and abilities were to be considered in the ungraded reading program.

All students in the upper three elementary grades were administered the Iowa Silent Reading Test for diagnostic, evaluation, and level-grouping purposes. Once results were available, students were assigned to one of three reading levels in accordance with their reading skills and abilities.

Teacher evaluation of the student was an important criteria in assignment of students to the different reading levels.

Remedial, normal, and accelerated best described the ungraded reading levels employed for 1½ hours per week. Each teacher was made responsible for the students in a particular reading level. Teacher rotation from one level to another was made possible by this scheme of organization.

Tools employed in the three reading levels included SRA Reading Laboratories, Controlled Reader, and filmstrips, films, Phonics in a Nutshell, Reading Context Worksheets, Readers' Digest Reading program. elementary library books 1-6, book reports and reviews, and the Corn High School Library.

EVALUATION

Art:

(1) Teacher evaluation of art skills.
(2) Success and interest in art as realized by the student.

Reading:

(1) The student's realization that reading is an enjoyable and educationally profitable skill.
(2) Teacher evaluation of the students reading skills.
(3) Teacher evaluation of student's success in related elementary subject areas.
(4) Iowa Silent Reading Test—past tests.

PARTICIPATING TEACHERS

Mrs. Betty Woody—Weatherford, Oklahoma
Mrs. Linda Green—Cordell, Oklahoma
Mrs. Wanda Price—Cordell, Oklahoma

Broken Arrow Independent School District—3
117 West Commercial, Broken Arrow, Okla.
N. W. Baldwin, Superintendent

Prepared by:
Bob Paden, Teacher
R. A. Scott, Principal
Southside Elem. Sch.

THE CORRELATION OF ART WITH SOCIAL STUDIES AND SCIENCE

INTRODUCTION

Combining the study of social studies and science with related art projects has promoted a greater understanding for each of my students, with interest developed not only in the subject areas studied, but also in the area of creative art.

IMPLEMENTATION

The first endeavor at combining the subjects began with a study of the natural resources, the globe, and the land areas of Rome. To create interest, students were asked to construct some models of Roman soldiers building roads and homes. This was accomplished by using toothpick construction, with the toothpicks held together with glue on cardboard. They built Roman homes, roads, towers, water wells for drinking, etc. Each project was built on a piece of cardboard, eight inches by ten inches, and each student was allowed a set length of time to complete the project. Students were permitted to use toy figures to portray people and animals during this Roman period.

During a study of the modern period, one third of the class built replicas of buildings, tools, fields of crops, and factories of the period. Toothpick construction was also used on this project.

An example of the combination of art with science is the project undertaken during a study of insects. During a biology unit, insects which were common during various parts of the year were located and collected in individual and class collections. The insects were labeled by groups that were common during each quarter of the year. Each child then selected one insect and was asked to construct a model of ten to twelve inches in size. Materials to be used in the model insect construction were construction paper, wire, glue, pipe cleaners for the antennae, and buttons for the eyes. The models of insects were painted, and then the art work was judged by other professional personnel to determine the insect models which most nearly resembled the original insects.

The next unit of science dealt with weather, air currents, and wind directions. During this study, art was integrated by asking the students to construct home-made kites. Each child in class designed and built a kite, and another person assisted in flying the kite.

A look at the "cave man" era, study of rock formations and deposits of the earth were combined with another art project. Materials authorized for use in this project were rocks found near the homes of students, with each student asked to construct a "cave man" from small rocks. One rock was used for the head, one for the body, and several small rocks for the appendages. A flat rock was used for the base. Glue, string, and rope were used for hair. Several authentic-looking cave men were created by the students, who found that as the result of the art project, they also learned about rock formations and about a period in history.

EVALUATION

Students have been very enthusiastic about the various study areas when art projects have been combined with the study of a basic subject.

Konawa Independent School District—4
P. O. Box 127, Konawa, Oklahoma
A. W. Barrett, Superintendent

Prepared by:
A. W. Barrett,

THE FLOATING SCHEDULE

INTRODUCTION

There were several reasons for introducing the floating schedule in Konawa Junior-Senior High School. Some of these were to eliminate study halls, to broaden the curriculum, and to utilize the teachers time in a more efficient manner. Each period is designed so that the first part of the period is used for supervised study. This time varies with the subject and the teacher, but in most cases is approximately twenty minutes in length. By the elimination of study halls a better utilization of teacher time and effort is possible.

OPERATION OF THE PROGRAM

This schedule consists of six class periods with one class floating daily except Friday, when two periods float. The first period floats on Monday, the second on Tuesday, the third on Wednesday, the fourth on Thursday, and the fifth and sixth on Friday. Each class period is 70 minutes long with five minutes allowed for passing time between classes. Classes meet five days each week from 8:30 A.M. until 3:15 P.M. with forty minutes out for lunch.

On Friday the last class period ends at 2:00 P.M., but school is not dismissed at that time. The period of time 2:00-3:15 P.M. is used for school assemblies twice each month and for regular meetings of such organizations as FFA, FHA, Pep Club, Beta Club, and Science Club, which have been scheduled on a monthly basis. Students who are not affected by the clubs and organizations use this time for supervised study. The student chooses where he will go for aid during this particular time. For example, if a student needs help on a research paper, he goes to the teacher of that subject or to a teacher of a related subject for help. If he is having trouble with one of his classes he goes to the teacher of that particular class for help. The teachers have been instructed that this time is for the students and that it should not be used by them to teach a class; neither are the teachers to monitor a study hall. Each is to be free to aid any student or group of students in a particular subject.

To aid the principal in accounting for the students in this supervised study period and to see that the students do not "skip" class each student signs an attendance sheet upon entering the room for the supervised study period. These classroom attendance sheets are then sent to the principal's office for accounting and checking of attendance.

Each student is required to enroll in six class periods, at least four of which must be solid subjects. The other two may be either solid or activities. Activities include: Band, Choir, Library, Athletics, and/or Office Assistant.

EVALUATION

1. Study halls and the problems associated with them are eliminated.
2. Student discipline is easier handled and becomes more routine. Teachers seem to have less difficulty handling their classroom work and the students have a greater tendency to be in their places as scheduled without extra prodding from the principal.
3. Extra curricular activities, clubs, and school assemblies are carried on without loss of class time.

4. More teacher planning and preparation ahead of regular classroom recitation is necessary.
5. Unless proper supervision and coordination is exercised there is a tendency for the school library use to be hampered.
6. Seventy minute periods are too long for students below the ninth grade. Periods approximately one hour in length, meeting daily, are more satisfactory.

Independent School District—80
P. O. Box 1027, McAlester, Oklahoma
S. Arch Thompson, Superintendent

Prepared by:
Robert H. LaGrone
Adm. Assistant

UNGRADED PRIMARY PROGRAM

PROBLEM

Over a period of years, certain of the administrators and supervisors had come to an awareness that the individual needs of a significant minority of pupils within this school system were not being fully met. Although much had been done to implement a program of upgrading the curriculum, including courses in physical education, (in line with the new emphasis on personal fitness), and to provide new tools for use by the classroom teacher with which she could increase her effectiveness, the problems brought on by a rigid one year-one grade program remained with us. The traditional approach of the graded primary school left teachers and administrators facing the age-old problem of what to do with a child who had completed only part of the work normally done by the end of the year. The alternatives generally were (1) to retain (often called "failed" by both professional and lay people) and repeat the grade, or (2) promote and "hope he catches up" with others of the class who were "entitled" to promotion to the next grade. Many of the children thus affected had clearly been slow to progress prior to beginning school, for records reveal a variance of as much as four years in the readiness to deal with the written word upon entrance to the first grade. Teachers long had recognized the differences among pupils in ability and readiness and effectively grouped within classes to better meet individual needs but they continued to be faced with the question of promotion or retention at the close of the year's work. All concerned with the making of the decision felt non-promotion under the graded set-up generally resulted in additional damage and problems to a slow learner. Under the one year —one grade set-up, a student retained generally started over at the beginning of the course the following fall and his progress awaited the others catching up to his academic position while he stood idle awaiting their arrival.

OPERATION OF THE UNGRADED PROGRAM

The traditional program of the first, second, and third grades were supplanted with an ungraded primary program including these grades but the work was divided into twelve levels generally based on reading attainment. (The number of levels may vary in other ungraded primary programs and often includes a kindergarten year.)

Since the work normally accomplished in the first grade ranges from a readiness program to actual accomplishments of the reading process, seven of the twelve levels encompass work which normally is completed in the first year. Each of the other two years "normal" work is divided into two levels, and the twelfth level is devoted to enrichment. It is generally accepted that enrichment for faster or gifted children is more desirable than two years taken to complete the primary school program. Upon completion of the work in a level a child moves to the next level without regard to a fixed time of the school year, and when the school year closes, he is given an assignment to a specific level for the ensuing school term. Normally the work is accomplished in three years. Not until the completion of the third year does the question of retention versus promotion face the child and at that time, if a fourth year is deemed necessary, the decision has been preceded by a slow rate of progress and a clear record that the work has not been completed. The program has allowed each child to progress at his own rate and has made allowance for the "fits and spurts" of growth children often experience in the learning rate. In the case of extended absence from school a child returns to the classroom without being "behind the class". Emphasis throughout the program is placed on creating the best possible placement for each child and a pupil may be reclassified at any time and, if deemed advisable, may be shifted to another teacher.

PROBLEMS AND PITFALLS

The program must be entered into only by a knowledgable group, including teachers, administrators, supervisors, and parents. Unless all parties understand at least the underlying principles of the program, it cannot operate at maximum efficiency and may result in failure. Parents and teachers, particularly those more experienced in the lock-step one year—one grade programs are inclined to continue to expect grade level habits of the children. Often an adequate Report to Parents is difficult to design for certainly an uniformed laity will continue to expect traditional markings which are not conducive to reporting in the ungraded system. Many of the reports to other educational agencies do not allow for ungraded classes but require such information as "the number of students in each grade."

Enid Independent School District—57
528 South Independence—Enid, Okla. 73701
O. T. Autry, Superintendent

Prepared by:
Miss Mary Evelyn Adams
Head of Math Dept.
Mr. Jim Smeltzer, Instr.
Physics and Astronomy

USE OF OUT-OF-CLASS TIME FOR SPECIAL GROUPS

PURPOSE

The first program was established to develop skills in use of an industry based computer and to solve problems for science projects.

The second program was organized to offer the math students an opportunity to use out-of-class time to learn the many uses of the slide rule.

OPERATION OF PROGRAMS

I. We had a special science project that 5 of our students participated in by going several nights to learn the 1620 IBM Computer. Other nights were spent (by part of the group) getting necessary data from the observatory atop Enid High School. This data was fed into the computer after the program was written. Since this problem was a little complicated to program, two practice programs were written first. Mr. F. D. Peterson, Manager Data Processing, Champlin Petroleum Company, was our instructor. He not only obtained use of the computer for us but gave us his instruction time. All work was done out-of-class and on a voluntary basis, although everyone was expected at every session after he had agreed to participate. Eight were asked, four wanted to participate, and one other developed an interest and started coming after a few sessions. One student enrolled in physics, trigonometry and math analysis. The other four were enrolled in astronomy and analytics. All of the latter had had modern algebra, trigonometry and physics in their junior year.

II. A special slide rule class is being offered at Enid High School each Tuesday and Thursday morning before regular school time. It lasts from 7:45 to 8:15 A.M. Any interested student may attend. At the first meeting, September 22, 1966, there were fifty-two present. Films from the Post Slide Rule Company and practice sheets from the Pickett Slide Rule Company are being used. We plan twenty-two sessions. We expect attendance to decrease but plan to continue as long as the interest holds. This class was prompted by an interest among students who do not take advanced mathematics and therefore miss the opportunity to learn to use their slide rules. The students may use slide rules that belong to the Enid High School Mathematics Department. We hope this program will not only be an advantage in mathematics but in physics and some of the other applied sciences as well.

EVALUATION

1. The first program seems quite successful, with all students reporting a marked increase in computer programming. There is some indication that a few of these students may seek a career in data processing.
2. The second program offers rich motivation in learning to use the slide rule.

VARIOUS INNOVATIONS

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Davis Independent School District—10
P. O. Box 774—Davis, Oklahoma 73030
Bob Brown, Superintendent

Prepared by:
Bob Brown

A PROGRAMMED APPROACH TO ENRICHMENT

INTRODUCTION

Every school has some students who are able and eager to develop their minds in areas not available in the regular curricular offerings. In some cases the student seems more attracted to the "extra" than to the "regular". Our Programmed Approach to Enrichment was devised to meet the needs of such students.

IMPLEMENTATION

Davis secondary school students interested in going beyond the regular school program may enroll in programmed courses without credit. Members of the instructional staff serve as course supervisors. Students schedule meetings with their supervisor when special help is needed with some phase of the program or when it is test time. Tests are purchased with the courses.

Students must complete the courses on their own time and at their own rate. Each student may complete as many programmed courses as he desires as long as grades in regular credit courses are satisfactory.

The cost of programmed courses range from four to fifteen dollars. The programs are not consumable and may be used for many years.

The following courses are available for the Davis secondary school students:

a. Analytic Trigonometry
b. An Introduction to Sets, Inequalities, and Functions
c. The Language of Albegra: Fields and Ordered Fields
d. Descriptive Statistics
e. Introductory Calculus
f. The Human Body and Its Functions
g. Astronomy
h. Geology
i. Meteorology
j. Mechanics
k. Engines
l. Interior Decoration
m. Musical Notation
n. Structure of Poetry
o. Chess
p. Contract Bridge

EVALUATION

Enrichment through programmed instruction has been used successfully at our high school for three years. It places little extra responsibility on the staff and allows the student to engage in enrichment activities of his choice at his own rate of speed. Although students do not receive high school credit they feel programmed instruction is worthwhile since they are better prepared for college and in many cases receive advanced standing college credit.

Edmond Public Schools—District 12
Edmond, Oklahoma
Hugh Bingham, Superintendent

Prepared by:
Hugh Bingham

CURRICULUM REVISION A CONTINUING PROGRAM

INTRODUCTION

The need for curriculum revision as a continuing process has long been realized. Such a process must be carried on largely by those classroom teachers who present the subject matter day by day. Any revision imposed by the administration alone is not likely to be carried out with the necessary interest and enthusiasm to make it worthwhile.

IMPLEMENTATION

The Edmond Public Schools have initiated a new program for grades one (1) through six (6) in the field of curriculum revision.

The program serves a threefold purpose:

1. Teachers are involved in the curriculum study.
2. Provide aids for the new teachers.
3. Helps to inform parents of the expected coverage by grade.

The teachers are encouraged to record each of their projects in the different subject areas during the school term. A meeting is called in the month of May during the school day and substitutes are hired for the classrooms. All the teachers of the same grade meet and go over their procedures to select ideas which they feel should be incorporated in this grade level throughout the school system. This report is mimeographed and made available to teachers, parents and to other school systems upon request.

EVALUATION

It was a pleasant experience for the administration to see the enthusiasm exhibited by the different groups of teachers. The teachers were delighted for the opportunity to exchange ideas and requested additional meetings to be held after school hours.

This program not only affords opportunities for professional growth, but promotes a better faculty-administration relationship which strengthens the school team.

Oklahoma City Public Schools
900 N. Klein
Dr. Bill Lillard, Superintendent

Prepared by:
Mervel Lunn

THE CULTURAL RESOURCES PROGRAM

INTRODUCTION

The Cultural Resources program was instituted to meet the needs of disadvantaged children for an enriched background as preparation for academic achievement. Because of its phenomenal success, it has been extended to other groups as well. The basic premise underlying the program is that the community offers a wide variety of resources which may be utilized by the schools to provide enriching experiences to students. Working with school personnel, cooperating community institutions have developed programs in music, art, drama, science, and language arts for presentation to the students. Preliminary and follow-up activities in the classroom assure maximum benefit for each child from the program.

INTRODUCTION

Cooperating institutions include such widely diversified groups as the Oklahoma City University Drama Department, the Western Heritage Center, the Oklahoma City Symphony, the Art Center, Oklahoma City Zoo, and the Science and Arts Foundation. The program may be divided into two general categories: tours and activities. Children are transported by busses to the institutions which provide tours. There they see a prearranged program which is graded to their age and experience level. That part of the program which is brought into the school is categorized as activities and this includes such areas as drama presentation and creative drama, musical instruction and concerts, and storytelling and language arts. In its entirety, the program has an exceedingly broad scope and, while the basic program is available to all schools which are technically classified as Title I schools, provisions are made also to meet the special needs of particular schools or classes within a school. The total program is subjected to periodic evaluation and revision, thus avoiding either stagnation or repetitiousness.

EVALUATION

Evaluation procedures have included observation and reports by consultants, administrators, and outsiders, interviews with participants, surveys of cooperating institutions, and a poll (with anonymity assured) of teachers. The unanimous conclusion has been that the program has proved to be a dynamic force in the lives of both the children involved and the institutions involved with them. Teachers working with the program have noted significant academic improvements among their students, primarily in the field of language arts. The cultural institutions of Oklahoma City have been strengthened appreciably through the funds received and, no less importantly, through the upsurge of public interest which has resulted from the program. The children have discovered new and fascinating facets of community life and learning; the institutions have discovered a segment of the population of which they had been unaware. The end result has been rewarding to all: the children, the institutions, and the Oklahoma City Public Schools.

Oklahoma City Public Schools
900 N. Klein
Dr. Bill Lillard, Superintendent

Prepared by:
Mervel Lunn

ITV — THE 21 INCH CLASSROOM

INTRODUCTION

The Oklahoma Public School System provides daytime programming for two television channels: KETA-TV, Channel 13, and KOKH-TV, Channel 25. The major part of the schedule is devoted to in-school instructional use on both the elementary and secondary levels. The present schedule has been developed through a series of innovations involving pilot projects in various subject area and special training for both television and receiving teachers. ITV performs two primary roles in the classroom ,those of enrichment and an expanded textbook; it both implements and supplements the materials and skills of the classroom teachers. In addition, it provides a public voice for the schools and serves as a vehicle for in-service training of teachers and other school personnel.

OPERATION

On the elementary school level, ITV provides direct instruction in the specialized fields in which the classroom teacher cannot reasonably be expected to have achieved the status of expert. Among these are foreign languages; music, a continuing program including first through sixth grades; physical education, and art. Because of the advantages of visualization in mathematics and science, these subjects are offered also and provide excellent examples of the effectiveness of instructional television. On the secondary level, the social studies curriculum provides the majority of the programming for in-school viewing, again because of the unique advantages offered in this field by providing visual stimulus to the student simultaneously with aural instruction. The classroom teacher, relieved of the responsibility for the initial presentation of material, may then devote his efforts to the reinforcement of learning through a variety of active techniques. By utilizing fully the combination of television and teacher, the school makes available to each student the richest possible approach to the subject matter and is able to reach (and teach) more students than might be reached by any single approach. In secondary science courses, television provides a front row seat for every student at each demonstration and experiment. Through the daily guidance series, students have contact with experts in various field and with well-known guests who would not be available for classroom visits. Public information programs include a wide variety of topics: among them are Safety Education; "Know Your Schools," a series devoted to informing the public about the functions and services offered by the Oklahoma City Public School System; and "P.T.A. Pointers," a weekly program for members of the Parent-Teacher Association. A selected number of pilot and experimental programs are tested each year.

EVALUATION

The instructional television program offered by the Oklahoma City Public School System is one of the most comprehensive in the nation and is the medium for many innovations in both education and television. The effectiveness of ITV in this system has been proved by continuing research and evaluation and it has won for itself a permanent place in the instructional system. Programming is available not only to the Oklahoma City area but to a large portion of central Oklahoma and the Tulsa area. Through the expansion of transmission facilities, reception throughout the state will be assured.

Blair Independent School District No. 54
P. O. Box 428, Blair, Oklahoma 73526
Delbert Holt, Superintendent

Prepared by:
Delbert Holt
Christine Watson

KINDERGARTEN PROGRAM

INTRODUCTION

From teacher and administrator observation, it has been determined that some type of educational program needs to be established for the pre-school child. There are many families in this school district who are of Spanish-American descent and their children were entering the first grade without being able to speak English. This language barrier was a handicap to these students and prevented them from entering the first grade on an equal basis with the other children.

OPERATION OF THE PROGRAM

The kindergarten groups are divided into two classes with each group attending a three-hour session, one each morning from 8:45 a.m. until 11:45 a.m. and the afternoon group from 12:30 p.m. until 3:30 p.m. The groups are divided to prevent over-crowding and thereby give more individualized instruction.

Any student reaching the age of five years on or before November 1 residing in the area served by the Blair School District is eligible to attend either the morning or the afternoon session.

The core of the daily program revolves around a stress on language development. The children participate in an oral program and learn words and then sentences. This work is especially helpful to the Spanish-American student who can speak no English when he enrolls.

In addition to the language program, they are taught math, phonics, reading readiness, health, music, and art. The activities are planned to provide opportunities for the child to act, to do, to explore, to discover, and to create. All materials used are on a pre-school level with a certified teacher provided for the students. The boys and girls are taught the basic knowledges and skills in the sense that it is preparation for entering the first grade next year.

EVALUATION

The entire kindergarten program is evaluated by using standardized test, comparing scores on tests given at the beginning of the school term with those given at the end of the school term to determine if significant progress has been made. In addition, anecdotal records, parent's evaluation sheets, administration evaluation, and teacher Progress Report are used.

The teacher is asked to rate each pupil each six weeks period and at the end of the school term with a Progress Report. This is an informal rating based upon teacher observation and child participation. It shows the levels of accomplishment of each child. Observed relationship of changes in social adjustment and changes in pupil progress is noted. The following eight development areas are used: (1) Language Development, (2) Intellectual Development, (3) Imaginative and Creative Development, (4) Self-Help Development, (5) Social Development, (6) Emotional Development, (7) Motor Development, and (8) Manipulative Development.

As a result of the kindergarten program, our records show that preschool programs produce students who perform at a higher rate of efficiency. It has shown further that the Spanish-American child can enter the first grade on an equal basis with other children without a language barrier to hinder his comprehension. It has proved too, that the lack of understanding English has been a handicap to the Spanish-American child throughout his entire school career.

Custer Independent School District I-1
P. O. Box 48, Custer, Oklahoma
Hubert W. Sanders, Superintendent

Prepared by:
Nancy B. Goodwin
English Instructor

OFFSET PRESS
A NEW APPROACH TO A SMALL SCHOOL NEWSPAPER

INTRODUCTION

This fall Custer School switched from the mimeographed newspaper to a printed one. Though still in the transitory state, the new newspaper has brought better service to the school community.

OPERATION OF THE PROGRAM

For a flat rate per year the old newspaper ran ads sized according to how much information the client desired. By using various sizes of decca-dry type, we can standardize our advertising and set it by space. An ad can be personalized, with changing slogans if the customer desires, and it can be illustrated with a drawing or a photograph.

The format has gone from a 10-15 page paper of legal size sheets printed on one side to 6 page paper of 3 columns printed on both sides. By typing the stories and pasting them on dummy sheets we can make attractive pages with graduated headlines. Cartoons, and photographs can readily be used, for an offset press can pick these items up without our stenciling or tracing them.

A staff of five discuss assignments and forthcoming news. They write the stories. They type them so that each line is 34 spaces. They proofread. They correct. They paste the pages. They take them to the printer who photographs the dummies, adds the pictures, prints, and folds the finished paper. The staff then delivers the Panther News to its readers.

EVALUATION

1. News coverage has improved with our new style but not necessarily because of it.
2. A regular staff class makes it possible to print articles in the journalistic style rather than a host of articles written by the reporters of various clubs and classes.
3. The news can be treated as news rather than personal diaries or memos.

Allen Independent School District—1
P. O. Box 158, Allen, Oklahoma
Alfred Darras, Superintendent

Prepared by:
Larry A. Darbison
Principal

STUDENT TRAFFIC COURT

PROBLEM

The number of teenage drivers is increasing each day. The number of parents furnishing automobiles for high school students to drive to school also is increasing. The sum of these two increases makes a problem that is not easily solved around any school.

In Allen Schools, the grade school building and high school buildings are on adjacent blocks, so that dangerous driving situations become even more serious with 6 and 7 year old students crossing streets, riding bicycles and unloading from buses. The problem of reckless driving around the school is not a new one. It was attacked three years ago after a series of traffic violations and drag racing in the school zone brought the issue to a focal point and led to the following organization.

INTRODUCTION

This organization, Allen High School Traffic Court, (AHTC) was set up by the student council along with the help of the licensed drivers in the school at that time. AHTC has the full support of the school administration, and the local law enforcement officials, and has been commended by the Oklahoma Highway Patrol in this area. AHTC has the following responsibilities: To handle traffic problems, traffic violations, assignment of parking and various other functions in the area of the school during school hours and at school events.

Rules and Regulations of Allen High Traffic Court (AHTC)

HONOR COURT

The Honor Court shall be composed of all the licensed drivers of the Student Council. The judge shall be elected from among the drivers in the Court by members of the Court. The secretary of the Student Council shall be the court secretary, assuming this person is a licensed driver. A secretary shall be elected from the members of the Court if the secretary of the Student Council is not qualified.

At least six members of the Honor Court plus the judge must be present before the court can assume jurisdiction in any case.

FILING A COMPLAINT

Any person can file a complaint against any driver connected with the school, including teachers, if this is done on the proper form. This form can be secured in the principal's office and must be returned there when completed.

Persons reported that are not connected with the school shall be reported to the proper authorities by the school officials.

THE VIOLATOR AND THE HONOR COURT

A student must appear before the Honor Court on the day and at the time set by the Court unless he can show cause for a change of date. This change must be made 24 hours in advance of the time that he is to appear in Court.

Students must abide by the decision of the Court.

The parent of the student accumulating 5 points or more will be notified that the student is in danger of losing his privilege to drive to school, by a letter signed by the judge, secretary and the principal of the high school.

Students' driving privileges will be suspended after 10 points are accumulated for a period of 10 school days. Any violation during the suspension period will be reported to the Highway Patrol and a formal complaint will be filed by school officials.

After students have been suspended for accumulation of 10 points of driving violations, each additional violation will be twice the number of points listed, toward another suspension of 10 days.

Other regulations concern motor scooters, bicycles and special parking areas.

Records are kept in the principal's office and the points for violation range from 1 to 10 according to the offense.

EVALUATION

After operation for three years, one can look back and see the great amount of good that this organization has done for the school and for the town. The first few months was the "baptism of fire". Some of the students just had to try the new organization to see if it could back up its regulations. When they discovered that not only were the school officials and local law enforcement officials ready to back AHTC, but also, the Oklahoma Highway Patrol was ready to enforce the State Law upon which this organization was patterned, they were willing to abide by the regulations set forth in this student organization. Over a period of years, our students have come to accept the fact that violations around the school are very nearly the "unpardonable sin". Every once in a while, some student gets completely out of line and it is necessary to call the Highway Patrol but all-in-all AHTC has proved to be one of the most valuable organizations that Allen High School has and we plan to continue this form of traffic control indefinitely.

Ardmore City Schools
District I-19
P. O. Box 1709—Ardmore, Oklahoma
J. B. Fox, Jr., Superintendent

Prepared by:
C. J. Smith
Assistant
Superintendent

SUMMER PROGRAM: REMEDIAL AND ENRICHMENT

INTRODUCTION

The Ardmore City Schools conducted for the first time in 1966 a six-weeks summer program for elementary students, an eight-weeks program (for credit) on the secondary level, and a six-weeks summer program (non-credit) for purposes of providing remedial teaching in the language arts and mathematics, increasing proficiency in basic educational skills, making opportunity courses available for enrichment, encouraging participation in and appreciation for the fine arts, and providing opportunities for students to correct credit deficiencies in order to graduate from high school on schedule.

ELEMENTARY PROGRAM

The elementary program was operated in six centers located throughout the school system. There were 570 students in grades one through six who participated. Students were generally in the lower quartile, as measured by the Stanford Achievement Test, and were recommended by their homeroom teachers as needing remedial work in language arts and arithmetic. Thirty-two elementary teachers were employed to teach the six-weeks program.

JUNIOR HIGH PROGRAM

Th 7th and 8th grade program was organized very similarly to the elementary program, and six junior high school staff members were used for instruction. A total of 123 students participated at this level.

SENIOR HIGH PROGRAM

Ten secondary teachers instructed courses in the eight-weeks high school credit program, and 157 students earned high school credits.

FINE ARTS PROGRAM

The fine arts program was open to any student from grade 7 through grade 12. Vocal music, instrumental music, speech, drama, and art were taught on a non-credit basis. There were 130 students who participated, and most of these were enrolled in more than one fine arts subject. Artists and professional people were brought in to enrich the program.

A tour was conducted to visit art galleries and museums and to attend a musical production. At the end of the six-weeks, students in music, speech, and drama produced a stage program.

EVALUATION

The summer program greatly enhanced learning for students, especially those enrolled in non-credit programs. Students seemed to be better motivated because they were in the classroom on a voluntary basis and were threatened less by grading systems and tests, and also because regular school situations were minimized.

In the high school credit program fewer students failed to earn credits than in the regular year classes in the same courses.

Muskogee Independent School District 20
570 North Sixth, Muskogee, Oklahoma
C. C. Harris, Superintendent

Prepared by:
Mrs. Gladys Nunn
Coordinator,
Language Arts

THE HARRIS PLAN

INTRODUCTION

A comprehensive study of the achievement level of the children enrolled in the Dunbar Elementary School revealed that a major portion of the school enrollment was functioning below the fifth stanine in both language arts and mathematics. The principal compiled the records and recommendations of the classroom teachers and requested the supervisors and the coordinators of mathematics and language arts to assist him and the teachers in developing a program to raise the level of achievement. The result of these combined efforts was called the Harris Plan. While elements of other programs were incorporated, the objectives and procedure were patterned for Dunbar.

In order to provide an evaluative instrument through comparison with traditional graded self-contained classrooms, Mrs. Ada Cates and the faculty of Douglass Elementary School agreed to participate as the control school.

IMPLEMENTATION

The Harris Plan is now in operation according to the format outlined below:

I. Identification of student's achievement and ability
    A. Tests
        1. Standford Achievement Test
        2. Otis Mental Ability
        3. California Mental Maturity
        4. The Open Book Test
II. Placement of students
III. Organization of program

- A. Participating Schools
    - 1. Dunbar—experimental ungraded group
    - 2. Douglass—graded control group
- B. Participating grades—(3, 4, 5)
- C. Number of teacher participants
    - 1. Dunbar
    - 2. Douglass
- D. Number of pupil participants
    - 1. Dunbar
    - 2. Douglass
- E. Planning period for teachers
- F. Use of teacher aides
    - 1. Clerical
    - 2. Supervised assistance with students
- G. Continuous evaluation for
    - 1. Reassignment to levels
    - 2. Revision of program content

IV. In-Service Training
- A. Purpose
    - 1. Orientation to program
    - 2. Strengthening instruction
- B. Directors
    - 1. Supervisors
    - 2. Coordinators
- C. Consultants
- D. Observations of similar programs

V. Materials

VI. Evaluation
- A. Children's progress
- B. Retesting
- C. Comparison of graded and ungraded groups

INDIVIDUALIZED PROGRAM FOR DUNBAR SCHOOL

A. Need:

To determine the most effective program through which each deprived pupil raises his level of achievement.

B. Objectives:

1. To group third, fourth, and fifth grade children in an ungraded block so each may move from level to level when he is ready.
2. To determine the value of focusing instruction on individual needs and deficiencies rather than teaching grade level content.
3. To schedule students to provide interaction and cross stimulation with others of comparable achievement levels and common problems.
4. To provide skills most necessary for school, social, and economic success.
5. To correct speech patterns, poor usage, vocabulary problems, and style that differ from accepted informal standards of English and

to provide basic skill in mathematical computation, reasoning, arithmetic concepts and their application.

6. To make effective use of the positive academic potential each child possesses.
7. To provide a creative environment to develop skills in arithmetic, reading, spelling, grammar, and writing rather than repetitive, monotonous drill.
8. To measure and compare effectiveness of the program through a control school where the graded curriculum determines movement from level to level.

C. Similarities of Dunbar and Douglass:

1. Staff

	Dunbar	**Douglass**
Third Grade	2	2
Fourth Grade	2	2
Fifth Grade	1	2
Remedial Teachers	2	1
	7	7

2. Pupils

	Dunbar	**Douglass**
Third Grade	71	50
Fourth Grade	63	38
Fifth Grade	35	47
	169	135

3. Characteristics common to disadvantaged children of both schools.
   - a. Retardation in basic skills
   - b. Aggressive behavior or withdrawal
   - c. Lack of time concept
   - d. Generally slow in learning
   - e. Inability to pursue one idea or one activity at a time until it is completed.
   - f. Lack of interest in academic achievement and in new concepts.
   - g. Inability to generalize or tendency to generalization in every situation.
   - h. Inadequate self-concept.
   - i. Strong feeling of failure and defeatist attitude.
   - j. Feeling of rejection by society.
   - k. Fatalistic attitude.

D. Organization of Program:

DUNBAR

1. Placement of students through testing, records, and teacher recommendation in seven ungraded blocks.
2. Teaching units that blend reading, language, spelling, composition from 8:55 until 10:30 a.m.

3. Teaching units in mathematics from 10:45 until 11:45.
4. Afternoon in homeroom with social studies, science health, art, French, physical education, scheduled by homeroom teacher.
5. Continuous evaluation for reassignment to levels.

DOUGLASS

1. Placement of students by the homeroom teacher within her homeroom by testing, records, and recommendations of teacher of previous grade.
2. Use of the basal text to form blends of reading, language, spelling, and composition.
3. Continuous evaluation to determine progress.

BOTH SCHOOLS

1. Use of teacher aides for clerical work and supervised assistance with students.
2. Continuous evaluation for progress of students.
3. Revision of course content for individual needs.
4. In-service training
    a. Orientation to program
    b. Strengthening instruction
    c. Improvement of instructional selection procedures
5. In-service training by
    a. Supervisors
    b. Coordinators
    c. Consultants from publishers
    d. Observation of similar programs

F. Materials:
1. Elementary School Mathematics; Addison-Wesley
2. Basal Readers; J. B. Lippincott Company
    a. Standford Achievement
    b. Otis Mental Ability
    c. California Mental Maturity
    d. The Open Book Test
    e. Botel Reading Inventory
    f. Wide range
    g. Iowa Reading
    h. Standford Diagnostic Reading Test

G. Evaluation:
1. Individual progress—attitude achievement
2. Re-testing
3. Comparison of graded and ungraded programs
4. Teacher evaluation
5. Students' opinions
6. Parents' opinions
7. Observation

Cooperative step-by-step planning by faculty, supervisors and coordinators, continuous conferences, guidance in selection and use of materials, help in developing units, teaching demonstration lessons by supervisors and publishing company consultants have produced more effective instruction and stimulated greater interest in the individual child.

Testing at the end of each unit in arithmetic indicated improvement in basic skills. In order to test the relationship between low reading ability and the child's achievement in mathematics, experimental tests have been carried on. The child was given a test at the end of each unit which he took independently within a specified time. The next morning the same test was given but was read to the children by the supervisor without comment. There had been no discussion of the test in the interval between the two tests. During the first tests, the scores were consistently higher when the test was read. As reading skills have improved, however, the gap between the scores has decreased.

A specially developed report card for the children in the Dunbar School has eliminated traditional grades of A, B, C, etc. The anxieties and pressures of competitive grades often prevent focus on individual progress. Therefore the Dunbar children receive a progress report to change the focus of effort from grades to individual growth.

The Harris Plan has produced positive results so far. This is evidenced by the enthusiasm of the staff, the interest of the pupils in learning, the support of the parents for the program, and the tests given. The number of children showing improvement has been greater than that shown in Douglass where the traditional grade level program is in operation. The atmosphere is more stimulating, and the teachers are more conscious of what is being done in the total school program. There is less feeling that education is a grade compartment in which each teacher and his pupils work in isolation. The final achievement tests and the personal reaction sheets will be added criteria for evaluation.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Esther Moore
Third Grade Teacher

THE USE OF TOUR MATERIALS AND NON-COMMERCIAL SLIDES AS EXPERIENCE UNITS WITH THIRD GRADE PUPILS

PURPOSE

From summer tours many slides and other tour materials can be collected which reflect the beauties and the historical importance of different parts of the United States. These slides can be used to provide a vicarious experience for young people who have not had opportunities for wide travel. It is hoped that the slides will provide a framework of reference and a background for recognition when the pupils who have viewed the slides later meet references to the subjects of the slides.

PROCEDURE

The slides are edited, arranged in magazines, and labeled so that they can be easily identified and are readily accessible for use.

A few examples of the use made of this teacher's collection are as follows:

1. The basic readers in the third grade at Laverne contain stories about our national parks. The slides of Yellowstone Park are shown as a follow-up activity for the stories, with particular emphasis placed on the falls, geysers, and characteristic scenes of the park referred to in the story unit.
2. A supplementary reader includes stories of New York City. One of these stories refers to that which can be viewed from different floors of the Empire State Building. Slides of New York City taken from different floor levels are shown to illustrate to the children the powerful study in height the building provides.
3. At Thanksgiving, slides of Plymouth, Massachusetts, give a feeling of "there-ness" to the pupils as they discover the historic setting of this foundation of our colonial beginnings.
4. February offers an opportunity to show slides of the memorials established to honor Presidents Washington and Lincoln.
5. Slides of Hannibal, Missouri, help establish the setting of **Tom Sawyer** and **Huckelberry Finn** at a time when these classic works are often being enjoyed by young readers for the first time.

A good follow up to any viewing experience similar to those listed above is the collection of pictures and news stories concerning the places the pupils "visited" and the planning and production of a bulletin board display.

The five uses of slides listed above result from this writer's own travel experiences and are geared to her particular teaching units. Other teachers may fashion their own experience units and adapt them to their own class needs.

EVALUATION

The advantages of using non-commercial slides in the classroom are several. First, children have time to ask questions about the frames and hold unhurried discussions concerning the slide material they are viewing. Second, children are more interested in any learning experience based upon materials in which they or persons they know have had a part in collecting. Third, children develop appreciations and understandings of positive value. Finally, the information gained from viewing the slides enables the pupils to recognize references they may encounter in future reading experiences and in conversation. The use of non-commercial slides and related tour materials in the classroom affords the teacher an opportunity to share her own summer travel experiences with her pupils.

Hominy Public Schools
Hominy, Oklahoma
Aron Dotson, Superintendent

Prepared by:
Aron Dotson,

UPPER-CLASSMEN AS TUTORS IN HOMINY SCHOOLS

INTRODUCTION

With the advent of Title I, E.S.E.A. funds, the administration of the Hominy Public Schools realized that an opportunity had presented itself to aid some of the educationally-deprived students throughout the grades.

The plan was to use top-notch junior and senior students as tutors for both students in the grades and students on the secondary level. Since it was necessary for the tutors to spend as much as four hours per week in the classrooms after school and during the evenings, the sum of $1.50 per hour of tutoring was considered as fair remuneration for the student tutors.

Students to be tutored were chosen by a referral from their classroom teachers with the admonition that the teachers not choose mentally deficient students, but students with ability to learn who had become discouraged because of having been ill, out of school or behind in their work because of other reasons.

IMPLEMENTATION

The students to be tutored are taken from grades three through twelve. The fields in which they are tutored are predominately language arts and mathematics. However, six students are being tutored in chemistry. These students are juniors and seniors in high school, tutored by a top-level senior student. Classes meet one hour, two nights per week. The elementary students are tutored after classes in the afternoons in their homerooms. Secondary students are tutored between the hours of 6:30 and 8:30 p.m. As an example, one tutor will help two seventh graders with their language arts from 6:30 to 7:30 and from 7:30 to 8:30, the tutor will help two eighth graders with their language arts.

When this plan was instituted, a letter was sent home with the possible "tutorees" to obtain permission and also to notify the parents that it was their responsibility to see that the students were present at each session.

The parents were 100% in favor of the plan. On the beginning date, seven tutors were being used. At the time of this writing, approximately eight weeks later, ten tutors are being used, fifty students are being tutored, and other students are asking to be admitted to the tutoring classes. Teachers are enthusiastic about the tutoring program because slow students have been raising their performance in the classroom and in many cases have attained the level of the rest of the class. The areas in the senior high school in which the students are being tutored are English III, English IV, and chemistry. In conjunction with these tutors, teacher supervisors are paid to supervise a night study hall and to conduct classes in all the mathematics from grades five through Algebra II in high school. The students who were chosen to take part in the classes seem to be appreciative of the extra time afforded them to study and bring their work up to par.

The study halls run concurrently with the tutoring classes and after, or before the student is tutored, he may go to the study hall to prepare his lessons, or to seek help from the study hall teacher or other students. An atmosphere of real learning seems to prevail. Students who attend the classes and the study halls tend to feel that it is "something good" and are continually influencing other students to attend.

EVALUATION

Although the plan is functioning smoothly at present, a real evaluation of the program will present itself in the future when, it is felt, the slower students have become average or better performers within their class groups. At the present time, it is evident that the students who are being tutored are becoming more enthusiastic and are trying harder in class. It is also evident that performance in classes has improved, and many of the discouraged students are "snapping out of it" and becoming real learners.

Laverne Independent School District I-1
Laverne, Oklahoma
Harry C. Shackelford, Superintendent

Prepared by:
Mattie Smith
Social Studies Dept.

USE OF TELEVISION PROGRAMS FOR SOCIAL STUDIES CLASSES

INTRODUCTION

Although Laverne does not have access to any educational television channel, there are many programs on the commercial networks which are suitable and of real value for the social studies classes. The problem was to find a way to utilize these programs.

OPERATION OF THE PROGRAM

The teacher selects each week any programs, mostly specials and documentaries, to be used for class viewing. The name of the program, network, local channel, and time are posted on the classroom bulletin board. Some programs are used for all social studies classes and others for only one or two.

Watching the programs is not compulsory, but those who do watch are given grades for doing so.

Most of the students gather at a special center to watch the program. They may go to the Student Center or to the teacher's home. Others may watch the program at their own homes. But those who do not watch under the teacher's supervision are given a brief test to establish that they did see it. Those who do not watch the program are not penalized in any way. They simply do not receive the grade, either an A or a B, depending on the length and the value of the program.

The television program is reviewed and discussed in class next day, with students asking questions and expressing opinions.

EVALUATION

A number of good programs, including such subjects as Woodrow Wilson, The Holy Land, a review of the Vietnam situation, and the problems of the American Indian have been viewed. Most of the students in senior high school social studies classes have participated in the program viewing, and those who do not see the programs derive some benefit from the class discussion.

All the programs viewed so far have been so clearly presented that the students are able to understand and appreciate them. They have greatly enjoyed most of the programs, and they feel that they have a better grasp of the subject or problem than they could have had from reading about it. Almost surely, with the class participation, a great many more students watch these specials and documentaries than would have otherwise done so.

INDEX OF TOPICS

by

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